

**THE BEHAVIOURAL CHANGES BETWEEN SELECTED TV
PROGRAMME AMONG MOTHERS OF SCHOOL CHILDREN IN
SELECTED AREAS AT MADURAI**



**A DISSERTATION SUBMITTED TO
THE TAMILNADU Dr. M.G.R MEDICAL UNIVERSITY, CHENNAI,
IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR
THE DEGREE OF MASTER OF SCIENCE IN NURSING**

MARCH – 2010

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P. BRASHA



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**A COMPARATIVE STUDY TO ASSESS THE BEHAVIOURAL
CHANGES BETWEEN SELECTED TV PROGRAMME AMONG
MOTHERS OF SCHOO CHILDREN IN SELECTED AREAS AT
MADURAI**

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CHAPTER – I

INTRODUCTION

“TV comes as a guest lingers to become a host & stays to destroy”.

Television is a powerful influence in the lives of most children. Television is an inescapable part of modern culture. Including Television viewing among children in India is growing strong. A fact that underlines the ambitions and plans by several launch of kids channels this year. We depend on TV for entertainment, news, education, culture, weather, sports and even music since the advent of music videos. The recent explosion in satellite and digital specialty channels are not able to access a plethora of both good quality and in appropriate TV content. In this crowded television environment the key for parents is to search out high quality TV programmes for their kids and whenever possible enjoy them together as a family.

Television offers a lot of benefits, because of its ability to create powerful touchstones, TV enables young people to share cultural experiences with others. It is shared viewing gives family members of all ages an opportunity to spend time together. Great television can teach kids important values and life lessons. TV programs often explore controversial or sensitive issues which can make it easier for parents and kid to discuss them. Educational programming can develop young children socialization and learning skills. Documentaries can help develop critical thinking about society and the world.

Watching television is a relaxing activity requiring low levels of concentration. Children tend to watch TV when they are alone or bored. But even though viewing drops during these years. It's still important for

parents to know what their kids are watching Television is a major source of information about sex. The western style of dressing leads the rich and the poor, boys and girls to become hero worshippers.

Children need a variety of activities for healthy development and television can be a fun and educational part of a child's daily routine. Unfortunately there is a dearth of good programmes for older kids. So they tend to spend their time watching cartoons and adult oriented fare. Try to find quality shows that are specified for this age group. Children of this age (6-12 yrs) like action cartoons, and identify with superhero figures. Parents should actively supervise superhero play to minimize the aggressive aspects and maximize the creative imaginative potential.

Television can affect learning and school performance if it cuts the kids' time need for activities crucial to healthy mental and physical development. Most of the children especially during the early formative years, should spend their free time in activities such as playing reading, exploring nature, learning about music or participating in sports. Increased fear – also known as the “man and scary world” syndrome children particularly girls are much more likely than adults to be portrayed as victims of violence on TV and this can make them more afraid of the world around them. Some of the most violent TV shows are children's cartoons in which violence is portrayed as humorous and realistic, but the consequence of violence are seldom shown. This can be especially true of young children who are more likely to exhibit aggressive behavior after viewing violent TV shows or movies. Children's television viewing habits have been reported to be associated with a variety of significant behavioral consequences, including obesity and poor eating habits, decreased physical activity and physical fitness and impaired school performance children are at higher risk of becoming

aggressive after watching violence on TV especially cartoons. We should limit the amount of violence they are exposed to and monitor their behaviour after watching violent shows.

Television is going to be the test of the modern world, and a new opportunity to see beyond the range of our vision. We shall discover either a new and unbearable disturbance of the general peace or a saving radiance in the sky.

NEED FOR THE STUDY

In April 2004 issue of the medical journal Pediatrics published a study done by Children's Hospital and Regional Medical Centre of Seattle, Washington. the study revealed that the children who watched 3 to 4 hours of Television daily had a 30 to 40% greater risk of developing attention deficit disorder than the children who did not watch Television.

Dr. Dimitri Christakis, leader of the study, speculates that the speed of images displayed could affect children's brains. - **(Today's Chiropractic 2004)**

A study released by the new England journal of medicine in July 2004 found that most children who suffered seizures from that December 1997 episode of "Pocket Monsters" had epilepsy. - **(Warner 2004)**

A study was carried out at Sir Padampat mother and child Health Institute, Jaipur (Rajasthan), about 250 children of 6-10 years of age groups were studied for a period of 9 months. Average duration of television exposure to an individual child was 18.5 hours per week in the study.

A report shows, 30.4% cases decrease in physical activity was found, 18.4% children showed decreased interest in study, 10% children showed decrease in school performance, sleep pattern was disturbed in 24% children, medical problems were found 11.6% children. -
(R.K.Gupta, D.P. Saini, January 1992 to September 1992)

A study from Rajasthan reported that 30% of cases in decreased physical activity, 10% cases decrease interest in study. 10% case decreased in school performance. 24% sleep pattern was disturbed. 11.6% case medical problem.

Hence, the investigator being a nurse felt the need to identify the behavioral problems of the school children and helping them to change the behavioral problems.

STATEMENT OF THE PROBLEM

A comparative study to assess the behavioural changes between selected TV programme among mothers of school children in selected areas at Madurai.

OBJECTIVES

- ❖ To assess the behavioral changes of school children those who are not watching selected TV programme.
- ❖ To assess the behavioral changes of school children those who are watching selected TV programme.
- ❖ To compare the behavioral changes of school children those who are watching and not watching the selected T.V. Programme.
- ❖ To find out the association between behavioral changes of school children those who are watching TV programme and demographic variable such as age, sex, Religion, Child Education, Parent

education, parents occupation. type of family, family income, no. of children, birth order of children, mode of TV channel, recreational facilities.

- ❖ To find out the association between behavioral changes of school children those who are not watching TV programme and demographic variable such as age, sex, religion, child education, parents education, parents occupation. type of family, no of siblings, education, family income, no. of children, birth order of children, mode of TV channel, recreational facilities.

HYPOTHESIS

1. There is a significant difference in behavioural changes between those who are watching and not watching selected TV Programme.
2. There is a significant of association between behavioural changes of not watching selected TV Programme and demographic variables.
3. There is a significant association between behavioural changes of watching selected TV Programme and demographic variables.

ASSUMPTION

- Watching TV Programmed will influence the behavioral changes of the school children and leads to the violent character.
- Watching TV Programme brings desirable creative thinking in the tender age.

OPERATIONAL DEFINITION

Impact

It refers to an effect or influence on the behavior of school children.

Behaviour

In this study it refers to the characteristic of an school children

School children

Children between the ages of 6 to 12 years (Primary and High School).

Determine

It refers to find out or establish precisely to resolve the children problem.

Mother

A woman who has given birth to a child, having responsibility and authority over her child.

Television

It is a telecommunication system for broadcasting and receiving moving picture and sound over a distance as electro magnetic waves and the reconversion of received waves to visual images.

Selected TV Programme

Jetix, Chutty and Cartoons.

LIMITATIONS

- ✿ Time Constraint
- ✿ The study focuses exclusively school children at Madurai.

PROJECTED OUTCOME

- ❖ It aims to assess the impact of selected TV programme on the behaviour changes among school children.
- ❖ It helps to determine the extend to which impact of TV programme affect the behaviour changes of school children.
- ❖ First and foremost the movies that are telecast in the Television should be censored by the sensor board and give “U” certificate.
- ❖ Children below 18 should be forbidden to dance for film songs which do not have educational theme.
- ❖ Each Television channel should allot and hour for science and literature in their programme. This should be made compulsory.
- ❖ The broadcasting rules which are meant for All India Radio and Door Darshan should be made applicable for all the Television channel.
- ❖ Just like the ‘Press council of India’ which looks into the complaints about the magazines there should be ‘Broadcasting Council of India’ which should look into the complains about the Television channels.

CONCEPTUAL FRAMEWORK

The conceptual framework is a group of related ideas. Statements or concepts. The term conceptual model is often used interchangeably with conceptual framework sometime with grand theories, those that articulate a broad range of significant among the concepts of a discipline (Kozier Barbara 2005).

The conceptual framework serves as a spring board for theory development theoretical context. The importance a phenomenon. the present study is aimed at to determine the impact of selected TV programme on behaviours change among school children in selected area at Madurai.

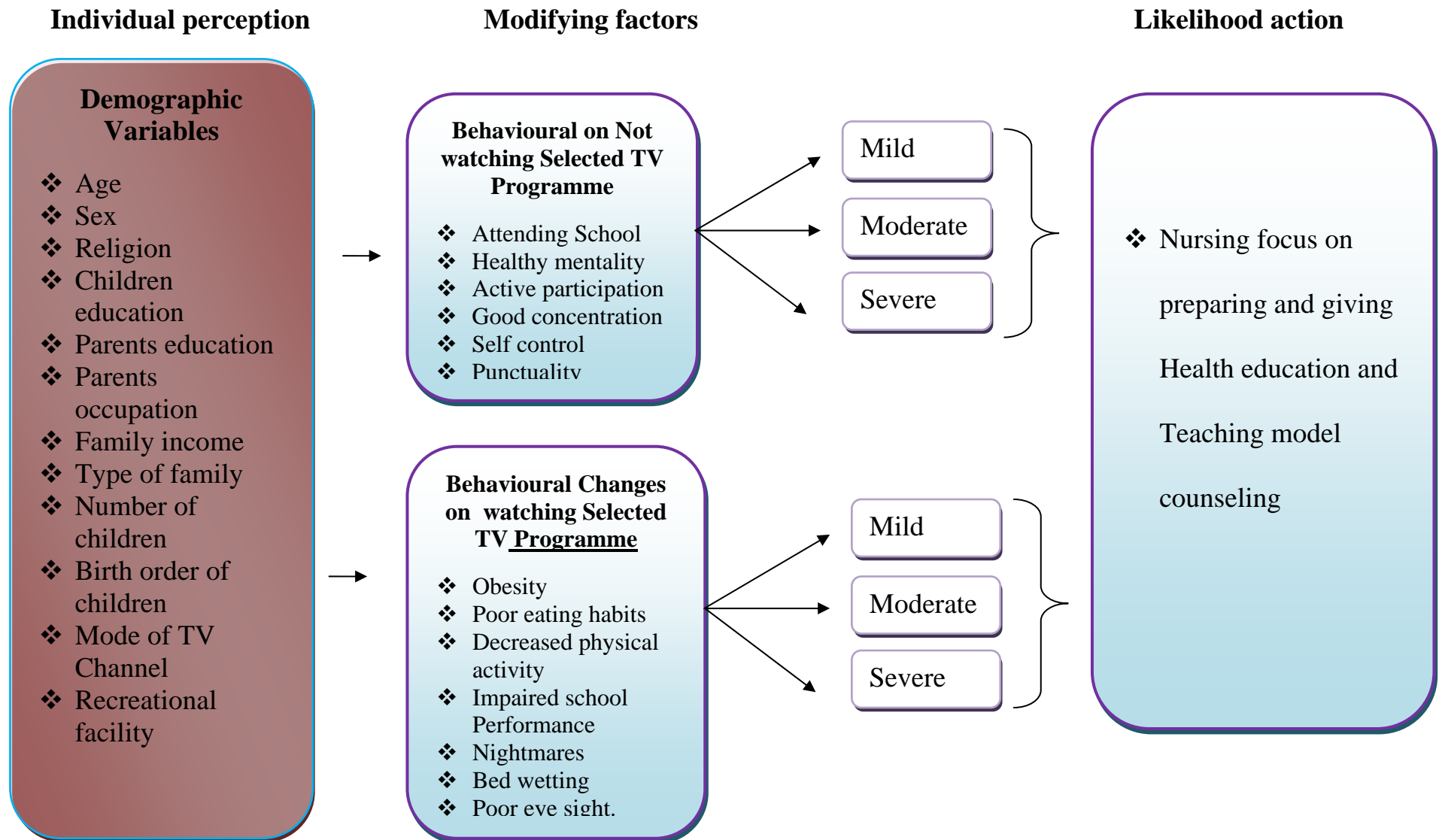
The conceptual frame work for this study is based on health belief model. Health belief use about health and illness. They may be based on factual information & using information. (Rosen stocke's 1974) Beckers' Health belief model addressed the relationship between the person belief and behaviour. It is a way of understanding and practicing how client will behave in relation to their health. This model helps the nurses to understand various behaviour including individual perception, belief and various behaviours. In this context the investigator felt the Becker's model is suitable as conceptual framework for this study.

The first components in this model involve the individual perceptions. In this study the individual is the school children age group 6-12 years. the component consist of demographic variables such as age, sex, religion, type of family, no. of children, child education, parents education, parents occupation, family income, mode of TV channel, Recreational facility.

The second component of the model consists of a modifying factor. It involves to determine the behaviour of school children those who are watching and non watching selected TV programme. The third components of model consist of likelihood of taking action which is high lightened nursing on preparing and giving health education based on behavioural problems.

Fig. 1 CONCEPTUAL FRAME WORK BASED ON “HEALTH BELIEF MODEL

(Rosentockes Bercker’s 1974)



CHAPTER – II

REVIEW OF LITERATURE

Review of Literature is the essential step in the development of the research project. It enables the researcher to develop insight into the study and plan the methodology. Further it provides the basis for future investigation justifies the use for replication, throws light on the feasibility of the study and indicate constraints of data collection. It helps to related finding from one study to another with a view to establish a comprehensive body of scientific knowledge in profession discipline from valid and pertinent theories may be developed.

ABDELLAH & LENINE

Review of literature on the research topic makes the researches familiar with the existing studies and provides information which helps to focus on a particular problem and lays a foundation upon which new knowledge can be based. It creates accurate picture of the information found on the subject.

POLIT & HANGLER

TELEVISION’S EFFECT ON THE BRAIN AND EYES

Robert Lev in December 2007. An episode of the Japanese cartoon “**Pocket Monster**” drew worldwide attention after multiple cases of children suffering seizures after watching the episode, were reported

Adams 2007 most eye specialist agree that watching television is not a danger to the eyes, as long as children watch in the right condition. The room should not be pitch dark and children should not sit closet than five feet away from the screen.

Sitting in a dark or closer than Five feet will not damage the eyes, but will result in eye fatigue.

A study by the New England journal of medicine in July 2004 Found that most children who suffered seizure from that December 1997 episode of “**Pocket Monster**” had epilepsy.

TELEVISION WATCHING DURING CHILDHOOD WITH POOR EDUCATION

Honcox RJ, Milne.BJ Poulton. R (2005) Duned in New Zealand, The Study Conducted in 1000 Unselected school Children, Those Who were watching TV were significantly associated with leaving school without qualification and negatively associated with attaining a university degree.

Maghusson, Hulthen and Kjellgren (2005) explored the dietary pattern, physical activity and perception of relationship between life style and health among children in grade 5 and 6, aged 11 years at local Swedish school were invited. 112 Participated Food and exercise habits and perception on health and body image Interview results showed that 31% of the children abuse or overweight 34% spent more than 2 hr /daily watching TV

Lowry, Wechsclar, and Gaulsakas, (2002) analysed data from the 1999, national youth risk behavior survey, a representative sample of high school students. TV Viewing on an average school day exceeded 2 hours per day among 43% of students. Over all 11% of students were overweight 31% of Students were sedentary watching TV more than 2 hours per day associated with being overweight being eating, insufficient Fruits and vegetable among white female & found among Hispanic male among black male TV viewing was associated with greater participation

in physical activity **Canadian Paediatric society (2000)** A studies show that even 1 – 2 hrs of daily television watching by school going children have significant harmful effect on academic performance especially reading.

TV EFFECT ON AGGRESSIVE BEHAVIOUR

Alethea Hutson Stein (2002) three groups of children were each given to short term of different TV Program. One group watched either Batman or “Superman” Cartoons. Second Group was shown “**Mr. Rogers** neighborhood third group was shown “**neutral Programmes**” with neither violent message. They watched their respective programs for one half hour a day, three days a week, over 4 week period.

Children who watched “ **Batman and superman**” Cartoon were found to be more physically active. They were more likely to get into fight with one another, play roughly, break toys and snatch toys from others.

Children who watched **Mr. Roger** Neighborhood, were more likely to play in c-operative manner. They were more likely to spontaneously offer to help the teacher and engage in positive peer counseling – showing kindness, sensitivity and concern for others.

Those children who watched neutral programming were neither more aggressive nor more helpful.

EFFECTS OF CARTOONS ON CHILDREN

According to **Steve Hossler** Children begin watching cartoon on television this has become a problem violent and addictive. The children who watch too much Cartoons on television are more likely to have

mental and emotional problems along with brain and eye injuries and unexpectedly the risk of physical problem increase.

According to the **American Psychological Association:** In the study done at Pennsylvania State University, researcher observed approximately 100 school children watching television. Some watched violent cartoon others watched completely non – violent programs.

The Children who watched the violent cartoons, were more likely to hit their playmates, argue, disobey class rules, and leave task unfinished and were less willing to wait for things. Than those children who watched non violent programs psychologists says a world in which they can achieve their dreams.

Dr. Fateen abdou, the assistant professor of psychological health in the Arts College at Sanna's University said that these cartoons language also badly affect the Arabic child language because they are all translated from foreign language, she said Cartoon change and affect our Arab and Islamic customs traditions and morals.

MENTAL AND PSYCHOLOGICAL EFFECTS OF CHILDREN'S CARTOONS

U.S Surgeon General David Satcher Children who are watching cartoons from the time children start to the school they are 13,000 hours in school. This may seem like an awful lot of hours to attend.

School unless it is compared to hours a child watches television which is nearly 18,000 hours. from (the time school is started to the time of graduation) This comparison is an outrage because of the amount of television that is watched by a child will have an effect on their brain, emotion and their sense to feel eye pain.

In a 2000 report on School children violence that more aggressive behaviour in a young child life is caused by frequently watching T.V.

The American Psychological Association passed a resolution in February of 2000 informing broad casters and the public about the danger television has on children. The 3 major effects have been proven by psychological research caused watching violence on television that the child may become less sensitive to the pain and suffering of others. Children who watch violence do not fear violence, children are more likely to become aggressive or use harmful action towards others.

TV EFFECT ON CHILDREN'S BEHAVIOUR

The American Academy of paediatrics and the American Academy of child psychiatry both feel that TV does influence the behaviour of children .children who view shows in which violence is very realistic frequently repeated or unpunished are more likely to imitate what they see. This Speaks to impressionable mindsets of young children. The children are likely to mimic what they see.

TELEVISION VIOLENCE AND ITS IMPACT ON CHILDREN

According to John.P.Murray Ph.D Research Suggest that violence viewed on television affect the behaviour of children. Those who watch a great deal of violence on television are more likely to behave aggressively. Those who are watching lot of violence tending to view the world as a dangerous place.

INCREASED RISK IN CHILD SAFETY

"Brandon Ybarra" said today many children's watching cartoon character jumping and diving. Falling from very high height then landing without being harmed. In some cases TV has also been linked to causing

seizures. Either high speed flash is on light or rapid color changes are thought to induce seizure in vulnerable individual. They found this to be the reason for many seizure in Japan rapid changing stimuli can play havoc with the special cell in the retina called rods and cones that help the eye transmit visual information to the brain.

TELEVISION EXPOSURE AND SUBSEQUENT ATTENTINAL PROBLEM IN CHILDREN

Dimitri A.Christakis (2004 April) The study done at children's hospital and regional medical center, Washington. The researcher observed approximately 1273 children aged of 6-10 years. 10% of the children had attentional problems at the age of 7. The early television exposure is associated with attentional problems at age 7.

CHAPTER III

RESEARCH METHODOLOGY

According to Sharma (1990) research methodology involves systematic procedures starting from initial identification of the problem to its final conclusion the role of methodology consists of procedure and technologies for conducting study.

This chapter deals with the description of methodology and different steps which were undertaken for gathering and dramatizing data for the investigator to determine the impact of selected TV programme on behaviour changes among school children in selected area in Madurai.

RESEARCH APPROACH

The Quantitative research approach was used in this study.

RESEARCH DESIGN

The descriptive research design was used for this study.

SETTING OF THE STUDY

This study was conducted on the selected areas in Madurai Moondrumavadi, Puthur, and Keelavasal 48 kilometres away from Matha College of Nursing. The 60 residents participated in this study. All the residents had the school going children.

POPULATION

The target population of this study was mothers of school children who are not watching selected TV programme.

SAMPLE SIZE

Sample size consists of 60 mothers of school children who met the inclusion criteria. 30 sample not watching selected TV Programme. 30 sample watching selected TV Programme.

SAMPLING TECHNIQUE

Convenient sampling technique was used to select the sample. Those who fulfill the inclusion criteria were included as sample.

INCLUSION CRITERIA

- School children between the age of 6 to 12 yrs of age.
- Who are willing to participate in this study.
- Those who are watching selected TV programmes such as Jetix, Chutty and Cartoons.
- School children both male and female.
- Children who can read and understand Tamil.

EXCLUSION CRITERIA

- Parents who are not available at the time of study
- Parents who are not interested to provide information
- Parents who have mentally retarded children

RESEARCH TOOL AND TECHNIQUE

Research tool consists of two Sections.

Section I

Demographic Data

Section II

The behavioural changes of selected TV Programme was assessed by checklist method.

Section I- Demographic data:

It consists of age, sex, religion, child education, parent's education, Parent's occupation, family income, type of family, no. of children. Birth order of children, mode of TV channel, Recreational facility.

Section II

Checklist method to assess the behavioural changes between selected TV Programme among mothers of school children.

SCORING PROCEDURE

Checklist was used to assess the behavioral changes among the mothers of school children regarding not-watching & watching selected TV Program.

Each Question was prepared with 3 options. A score of 2 is very true of the child. A score of 1 is somewhat true of the child. A score of 0 is not true. Interpretation of score is as follows:

Very true	-	2
Somewhat true	-	1
Not true	-	0

The subject was classified into 3 groups based on their score:

0 - 56	-	mild
57- 68	-	moderate
69- 100	-	severe

PILOT STUDY

Pilot study was conducted on the schoolchildren in selected area in Madurai. This study was carried out on 60 school children who fulfill the inclusion criteria of sample. Pilot study was carried out in the same way as the final study in order to test the feasibility and practicability of the study. After obtaining permission from institution 6 sample who met the inclusion Criteria were selected by using purposive sampling technique after proper explanation the questionnaire were distributed and the doubts were cleared. The results were analyzed based on the scores obtained by the samples. The calculated 't' value for pilot study 12.62 which indicated the positive correlation among watching T.V and Not watching T.V samples During the pilot study the investigator did not face any difficulties. These subjects were excluded from the final study.

TESTING OF THE TOOL

CONTENT VALIDITY

The Constructed tool along with blue print and objectives of the study were given to five experts for content validity. After establishment the validity of the tool was translated into Tamil and again translated into English to validate the language.

RELIABILITY OF TOOL

The Test retest method was used to establish the reliability of the checklist to assess the behavioral problem changes by school (mother). The reliability value was found to be $r=0.11$ which was found to be highly reliable.

DATA COLLECTION PROCEDURE

The research proposal was approved by dissertation committee prior to pilot study and main study permission was obtained from the head of the Department of Child Health Nursing in Matha College of Nursing at Manamadurai. The data was collected for a period of 5 weeks at selected area in Madurai. The data was collected by questionnaire method. All the subjects who fulfilled the inclusion Criteria were included in the study. The Duration of data collection was 30 minutes for each child and Parent.

DATA ANALYSIS

The data was analyzed by descriptive statistics, frequency, percentage and inferential statistics.

DESCRIPTIVE STATISTICS

Mean, Frequency, Percentage was used for analysis of those who are watching and not watching selected TV programme.

INFERENTIAL STATISTICS

Chi - Square test was used to find out the association between behavioural changes of school children those who are not watching selected TV programme and demographic Variables.

‘t’ test - to compare the behavioural changes between not watching and watching selected TV Programme among school children.

PROTECTION OF HUMAN SUBJECT

The research was approved by dissertation committee prior to pilot Study and main study permission was obtained from head of the department of child Health Nursing. Matha College of Nursing,

Manamadurai and from oral permission was obtained from the study subjects and the data was kept as confidential assurance was given to study subjects anonymity of each individual was maintained.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with statistical analysis. Statistical analysis is a method of rendering quantitative information in meaningful and intelligible manner. Statistical procedure enables the researcher to organize, analyze, evaluate, interpret and communicate numerical information meaningfully. The data collection to determine the impact of selected TV programme on behavioral changes among mothers of school children.

The data collected through the checklist method. The obtain data were analyzed by using descriptive and inferential statistics which were necessary to determine the bahavioural changes of school children.

OBJECTIVES OF THE STUDY:

1. To assess the behavioural changes of school children those who are not watching selected TV programme.
2. To assess the behavioural changes of school children those who are watching selected TV programme.
3. To compare the bahavioural changes of school children those who are watching and not watching selected TV programme.
4. To find out the association between behavioural changes of school children those who are watching selected TV programme and demographic variables such as age, sex, religion, children education, parent's education.
5. To find out the association between behavioural changes of school children those who are watching selected TV programme and demographic variables such as age, sex, religion, type of family, no. of

sibling, child and parent education, mother occupation, family income, mode of TV channel, Recreational facilities.

PRESENTATION OF DATA

The analysis of data were organized and presented under the following broad headings.

Section - I

Frequency and percentage distribution of non watching selected TV programme according to demographic characteristic.

Section - II

Frequency and percentage distribution of watching selected TV programme according to demographic characteristic.

Section - III

Compare the behaviour changes watching and non watching TV programme on school children.

Section- IV

It deals with the association between non watching selected TV programme and demographic variables of school children.

Section- V

It deals with the association between watching selected TV programme and demographic variables of school children.

SECTION – I

Table 1: Frequency and percentage distribution of not watching selected TV programme according to demographic characteristic.

N = 30

Sl. No	Demographic variables	Non watching TV Programme	
		Frequency	Percentage
1	Age		
	a) 6-7 Years	5	16.7
	b) 8 – 10 Years	15	50
	c) 11 – 12 years	10	30.3
2	Sex		
	a) Male	15	50
	b) Female	15	50
3	Religion		
	a) Hindu	15	50
	b) Christian	9	30
	c) Muslim	6	20
4	Child Education		
	a) Primary Education	16	53.3
	b) High School	14	46.7
5	Education of parents		
	Father		
	a) Illiterate	7	23.3
	b) Primary Education	13	43.3
	c) Higher Secondary Education	8	26.7
	d) Graduate	2	6.7

	Mother		
	a) Illiterate	10	33.3
	b) Primary Education	11	36.7
	c) Higher Secondary Education	6	20
	d) Graduate	3	10
6	Parents occupation		
	Father:		
	a. Un employee	6	20
	b. Government employee	14	46.7
	c. Nongovernmental employee	6	20
	d. Self employee	4	13.3
	Mother:		
	a. Un employee	23	76.6
	b. Government employee	2	6.7
	c. Nongovernmental employee	2	6.7
	d. Self employee	3	10
7	Total income of family per month		
	a. Rs. 5000 and below	10	33.3
	b. Rs. 5001 – 10,000	17	56.7
	c. Above Rs. 10,001	3	10
8	Types of family		
	a. Nuclear family	15	50
	b. Joint family	15	50
	d. Separated family	0	0
9	Number of children		
	a. One	7	23.3

	b. Two	14	46.7
	c. Three or more	9	30
10	Birth order of child		
	a. First child	7	23.3
	b. Second child	14	44.7
	c. Third child or above	9	30
11	Mode of TV Channel		
	a. Jetix	2	6.7
	b. Cartoon	9	30
	c. Chutty	19	63.3
12	Recreational facility		
	a. TV	24	80
	b. Radio	6	20
	c. Video game	0	0
	d. Computer	0	0

Table 1 Frequency and percentage distribution of non watching selected TV programme according to demographic characteristic. Summarised about 5 (16.7%) of them were 6-7 years of age 15(50%) of them were 8-10 years, of age 10(33.3%) of them were 11-12 years. Among them 15 (50%) were male children's and 15 (50%) were female children. Regarding the religion, it was observed the school children belongs to Hindu were 15(50%), Christian 9 (30%), and Muslim 6 (20%) religion respectively. Regarding the child education 16 (53.3%) had primary education, 14(46.7) had high school education.

Regarding the father educational status were illiterate 7(23.3%), primary education 13(43.3%), higher secondary education 8(26.7%), and graduate 2 (6.67%) of the mother educational status was illiterate 10(33.3%) had Primary education 11 had (36.7%), higher secondary education 6(20%) and graduate 3 (10%). school children's fathers' occupational status were unemployed 6(20%), government employee 14 (46.7%), non government employee 6 (20%), and self employee 4 (13.3%), the mother's occupational status were unemployed 23(76.6%), government employee 2 (6.7%), non government employee 2(6.7%), and self employee 3(10%),

As for as the school children of total income of family belongs to the income of less than or equal to Rs.5000, equal variables of 10(33.3%), of belongs to the income of Rs.5001- Rs.10000, 17 (56.7%), 3 (10%) of school children belongs the income of Rs.10001 and above. School children's belongs to nuclear family, the remaining 15 (50%), were joint family, 15(50%).

While considering the number of children in the family of school children, it was observed one child, 7 (23.3%), two children 14(46.7%), three children or more 9(30%). The birth order of children's were in the order of first child 7(23.3%), second child 14 (44.7%), third or more child 9 (13%). About mode of TV channel of school children 6(6.7%) were Jetix, 9 (30%) were cartoon, and 19(63.3%) were chutty. Among the Recreation facility of school children 24(80%) had TV, 6 (20%) had Radio.

Fig 2 : Percentage Distribution of samples in terms of age

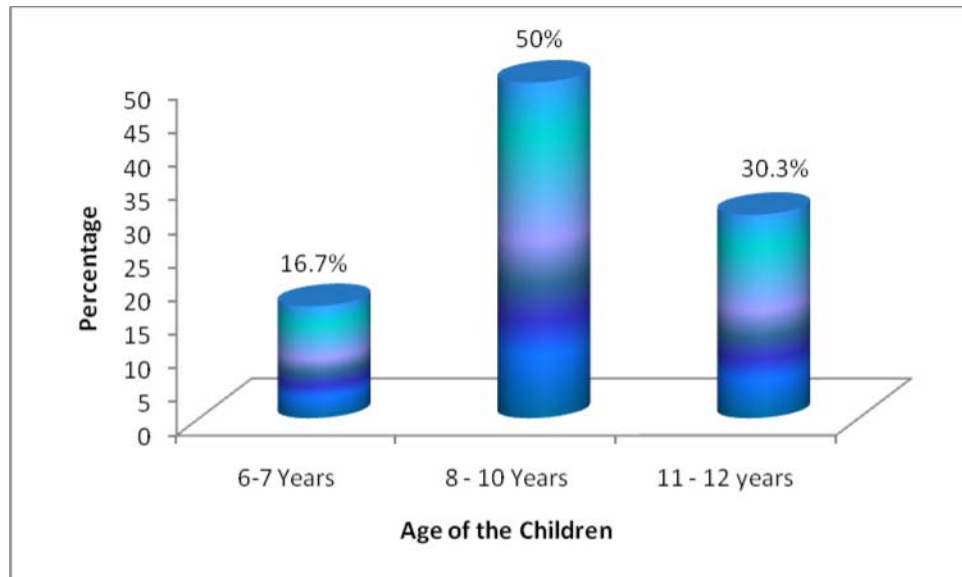


Fig 3 : Percentage Distribution of samples in terms of sex

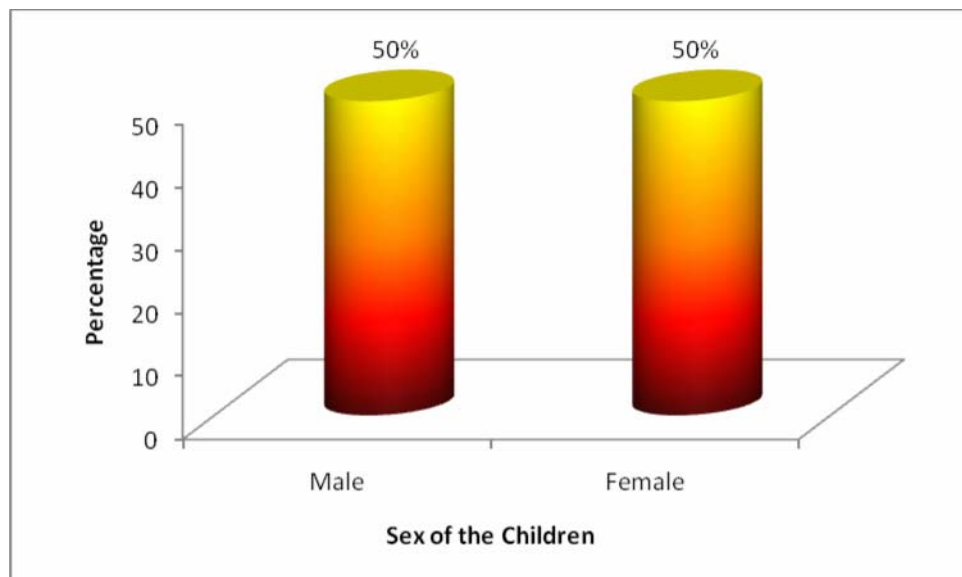


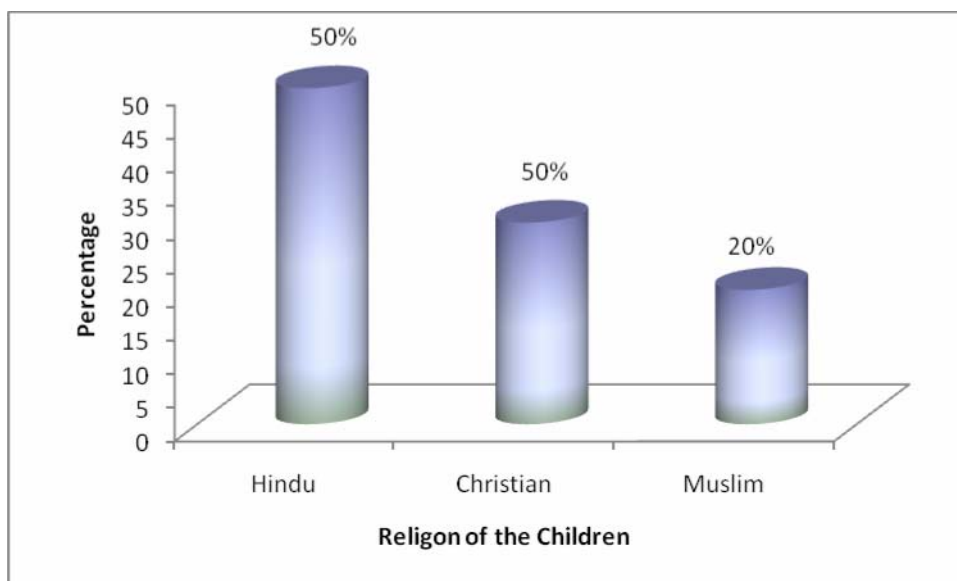
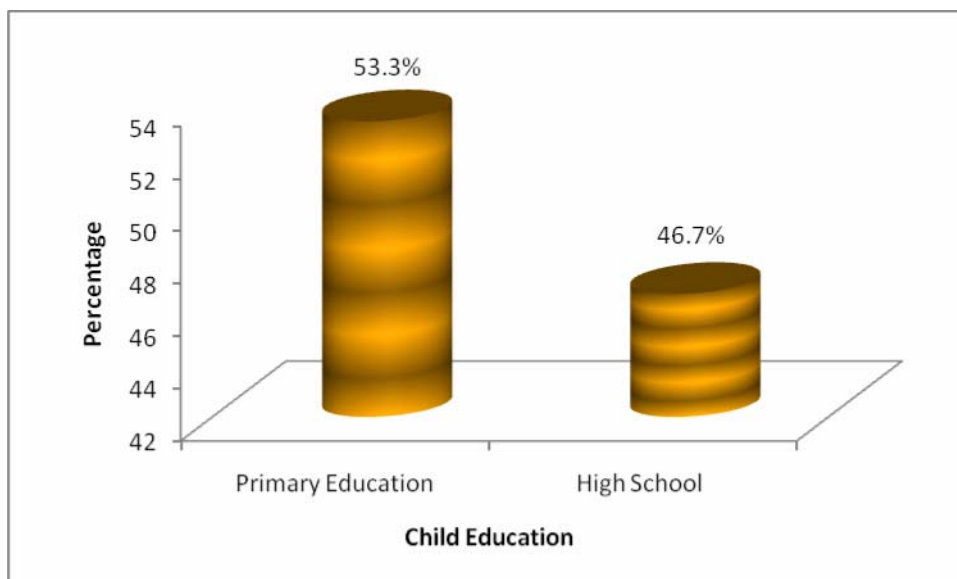
Fig 4 : Percentage Distribution of samples in terms of religion**Fig 5 : Percentage Distribution of samples in terms of child education**

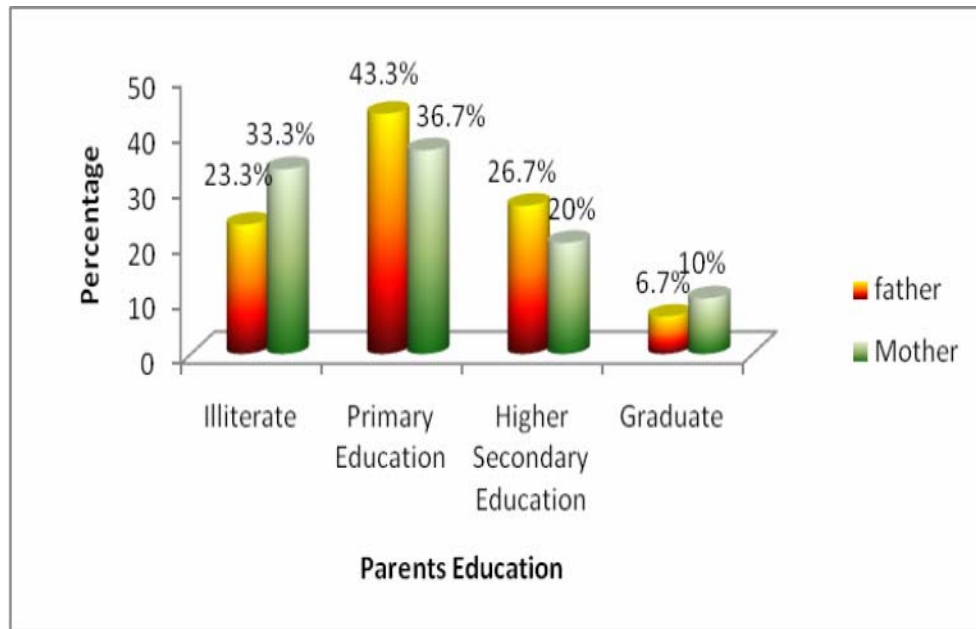
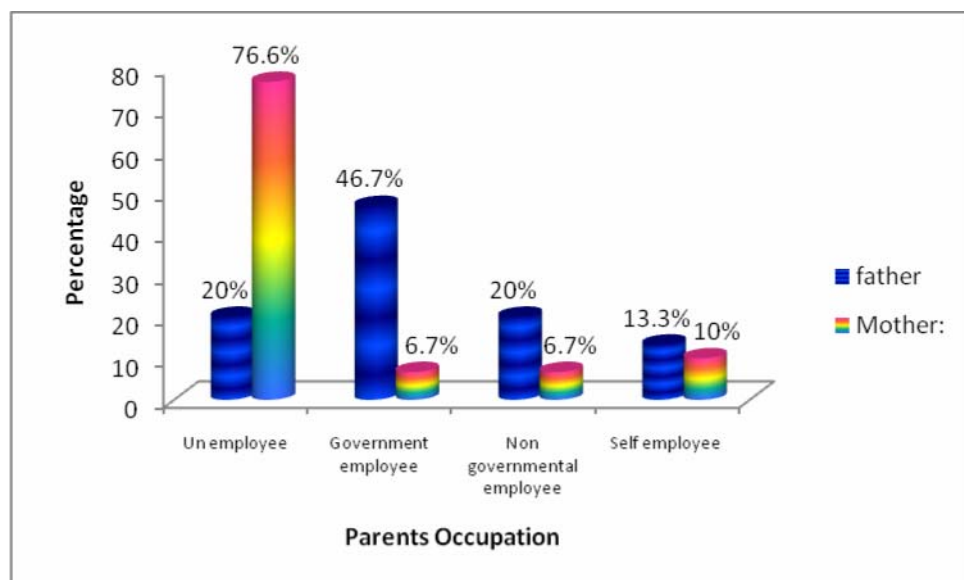
Fig 6 : Percentage Distribution of samples in terms of Parents**Education****Fig 7 : Percentage Distribution of samples in terms of Parents****Occupation**

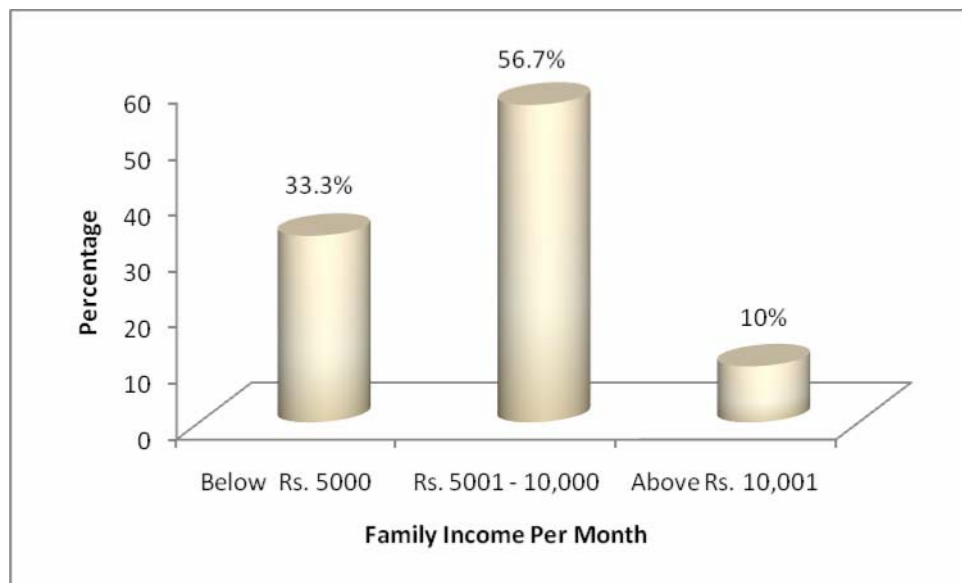
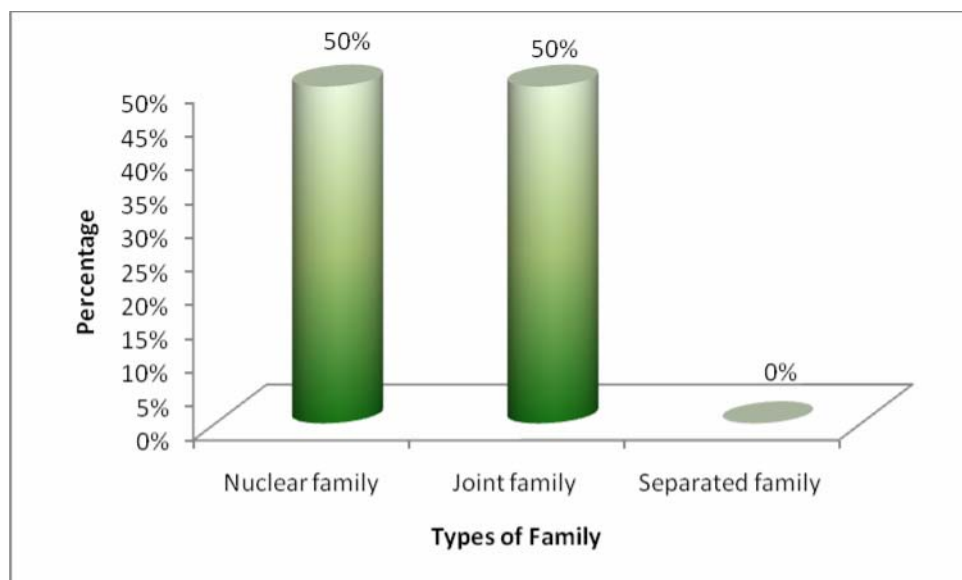
Fig 8: Percentage Distribution of samples in terms of Family income**Fig 9 : Percentage Distribution of samples in terms of Type of family**

Fig 10: Percentage Distribution of samples in terms of Number of children

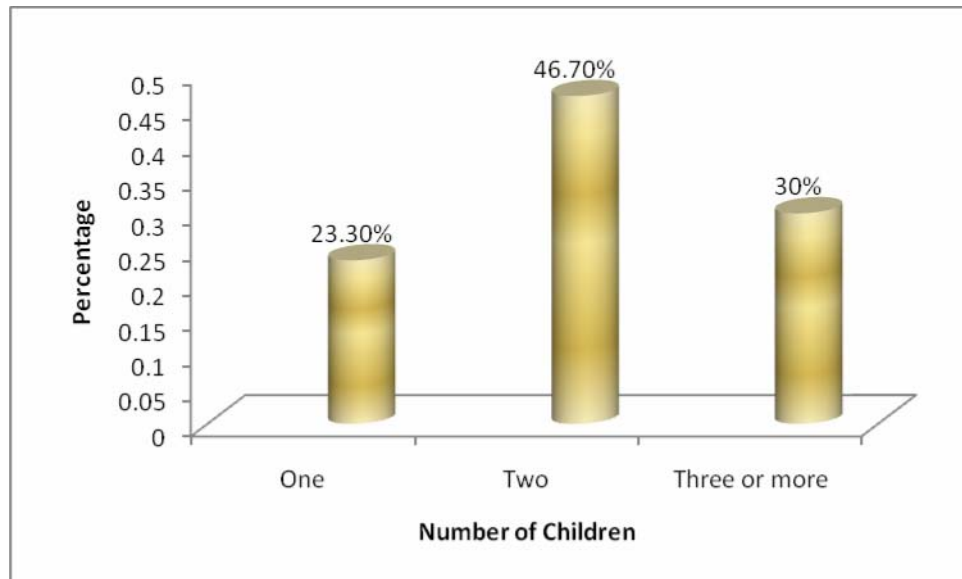


Fig 11: Percentage Distribution of samples in terms of Birth order of children

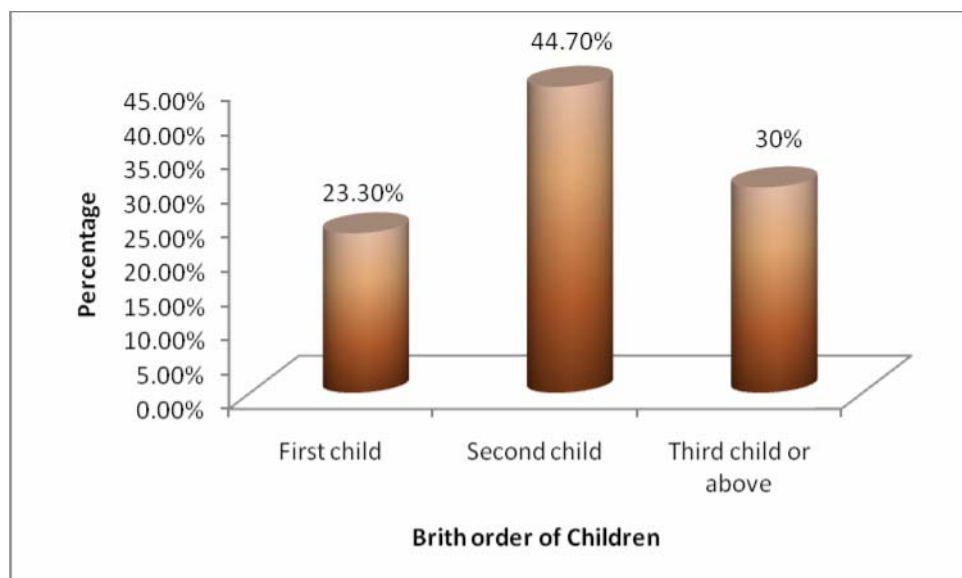
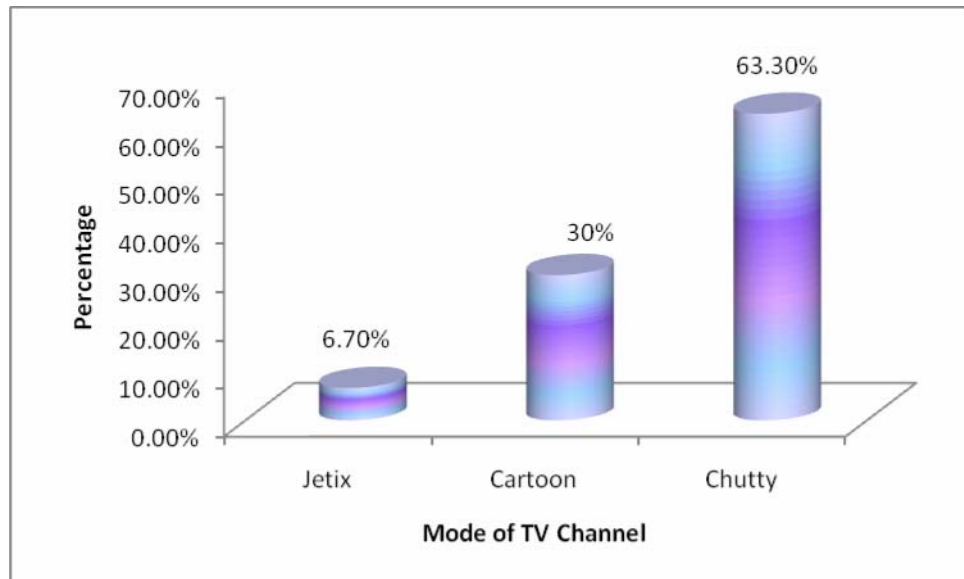
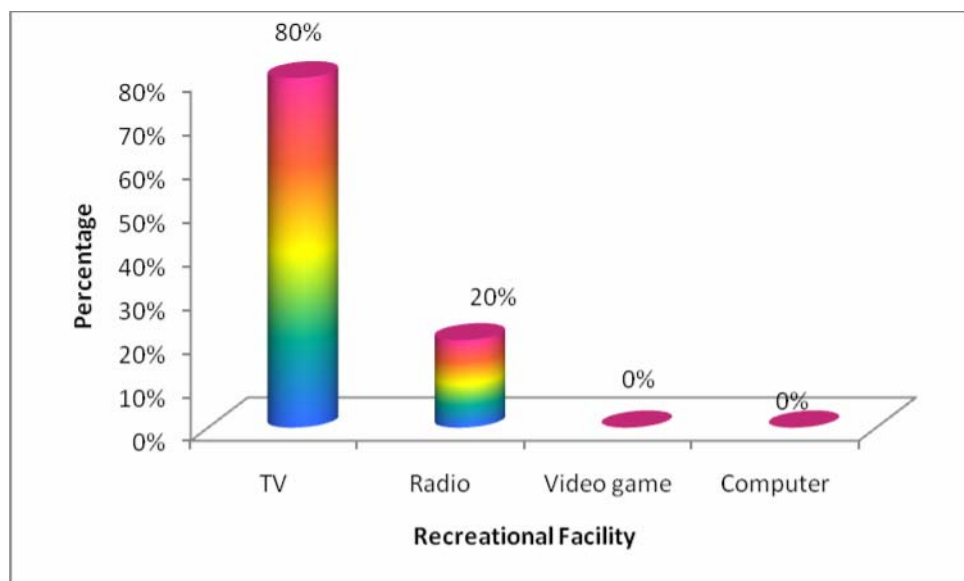


Fig 12: Percentage Distribution of samples in terms of mode of TV**Channel****Fig 13: Percentage Distribution of samples in terms of****Recreational facility**

SECTION – II

Table II: Frequency and percentage distribution of watching selected TV programme according to demographic characteristics.

N = 30

Sl. No	Demographic variables	Non watching TV Programme	
		Frequency	Percentage
1	Age		
	d) 6-7 Years	5	16.7
	e) 8 – 10 Years	19	63.3
	f) 11 – 12 years	6	20
2	Sex		
	c) Male	50	50
	d) Female	50	50
3	Religion		
	d) Hindu	19	63.4
	e) Christian	7	23.3
	f) Muslim	4	13.3
4	Child Education		
	c) Primary Education	12	40
	d) High School	18	60
5	Education of parents		
	Father		
	e) Illiterate	0	0
	f) Primary Education	2	6.7
	g) Higher Secondary Education	16	53.3
	h) Graduate	12	40
	Mother		
	e) Illiterate	0	0
	f) Primary Education	6	20
	g) Higher Secondary Education	16	53.4
	h) Graduate	8	26.6

6	Parents occupation		
	Father:		
	a. Unemployee	3	10
	b. Government employee	14	47
	c. Nongovernmental employee	12	40
	d. Self employee	1	3
	Mother:		
	a. Unemployee	14	47
	b. Government employee	10	33
	c. Nongovernmental employee	6	20
	d. Self employee	0	0
7	Total income of family per month		
	a. Rs. 5000 and below	3	10
	b. Rs. 5001 – 10,000	12	40
	c. Above Rs. 10,001	15	50
8	Types of family		
	a. Nuclear family	10	33.3
	b. Joint family	18	60
	d. Separated family	2	6.7
9	Number of children		
	a. One	10	33.3
	b. Two	16	53.4
	c. Three or more	4	13.3
10	Birth order of child		
	a. First child	8	26.7
	b. Second child	19	63.3
	c. Third child or above	3	10
11	Mode of TV Channel		
	a. Jetix	6	20
	b. Cartoon	20	66.7
	c. Chutty	4	13.3
12	Recreational facility		
	a. TV	30	100
	b. Radio	0	0
	c. Video game	0	0
	d. Computer	0	0

Table 1 Frequency and percentage distribution of watching selected TV programme according to demographic characteristic. Summarised about 5 (16.7%) of them were 6-7 years of age, 19(63.3%) of them were 8-10 years, of age 6(20%) of them were 11-12 years. Among them 15 (50%) were male children's and 15 (50%) were female children. Regarding the religion, it was observed that the school children belong to Hindu 19(63.4%), Christian 7 (23.3%), and Muslim 4 (13.3%) religion respectively. Regarding the child education 12(40%) had primary education, 18(60%) had high school education.

Regarding the father educational status it was illiterate 0(0%), primary education 2(6.7%), higher secondary education 16(53.3%), and graduate 12(40.%), the mother educational status was illiterate 0(0%), Primary education 6(20%), higher secondary education 16(53.4%) and graduate 8(26.6%). School children's fathers' occupational status were unemployed 3(10%), government employee 14 (46.7%), non government employee 12 (40%), and self employee 1 (3%), the mother's occupational status were unemployed 14(47%), government employee 10 (33%), non government employee 6(20%), and self employee 0(0%),

As for the school children's total income of family belongs to the income of less than or equal to Rs.5000, equal variables of 3(10%), of them belongs to the income of Rs.5001- Rs.10000, 12(40%), 15 (50%) of school children belongs to the income of Rs.10001 and above. School children belongs to nuclear family, the remaining 15(50%), were joint family, 18(60%) and were separate family 2(6.7%).

While considering the number of children in the family of school children, it was observed one child, 10(33.3%), two children 16(53.4%), three children or more 4(13.3%). Like the birth order of children they were in the order of first child 8(26.7%), second child 19(63.3%), third or more child 3(10%). About mode of TV channel of school children 6(20%) were Jetix, 20(66.7%) were cartoon, and 4(13.3%) were chutty. Among the Recreation facility of school children 30(100%) were TV.

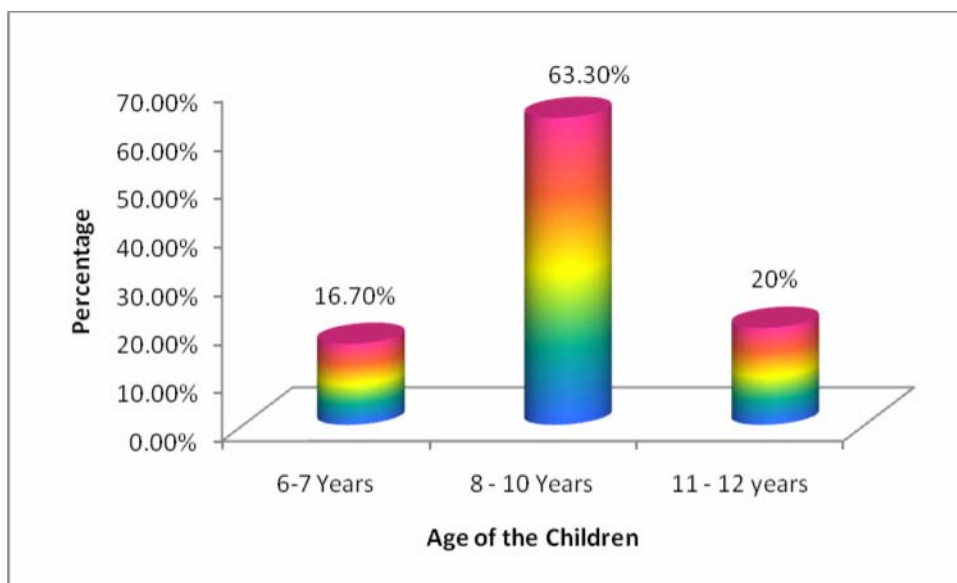
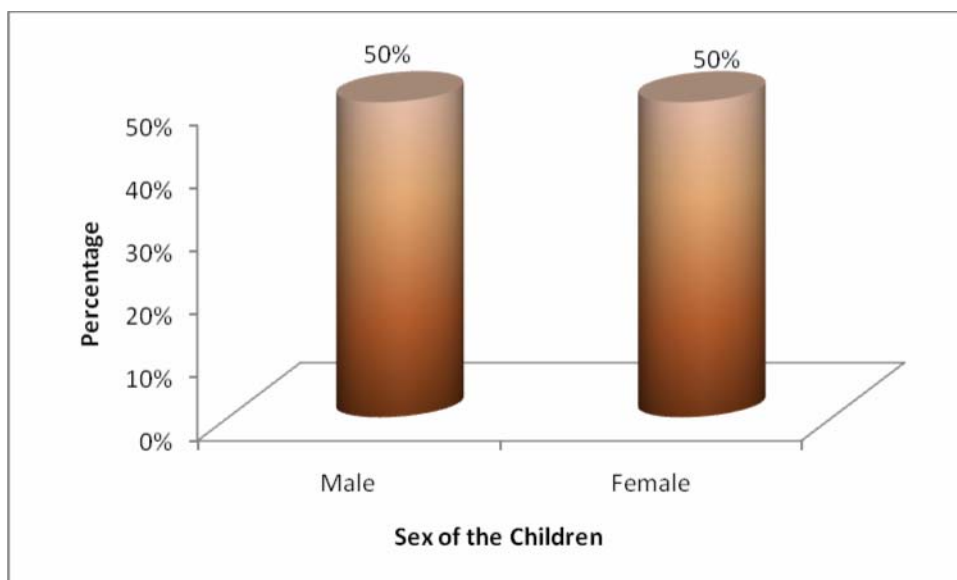
Fig 14 : Percentage Distribution of samples in terms of age**Fig 15 : Percentage Distribution of samples in terms of sex**

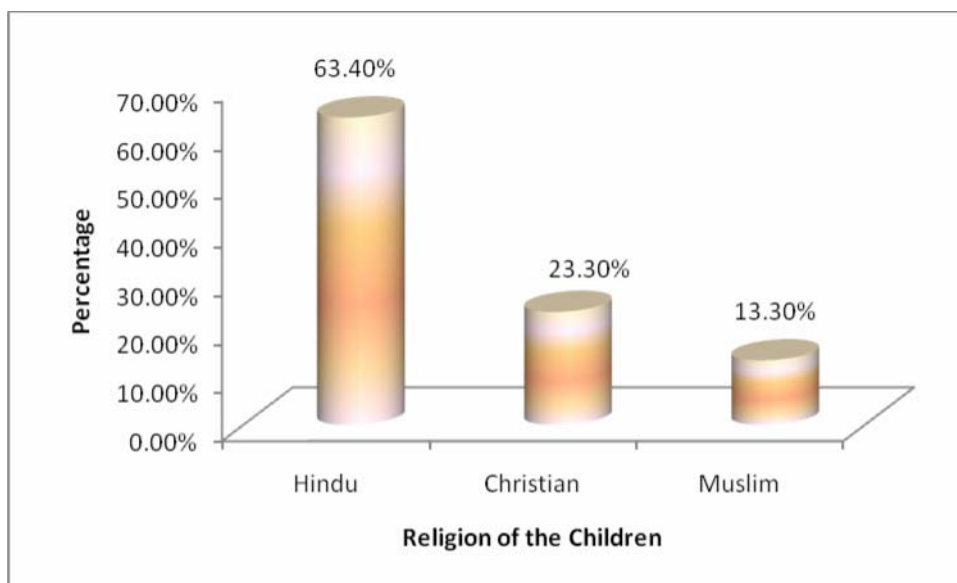
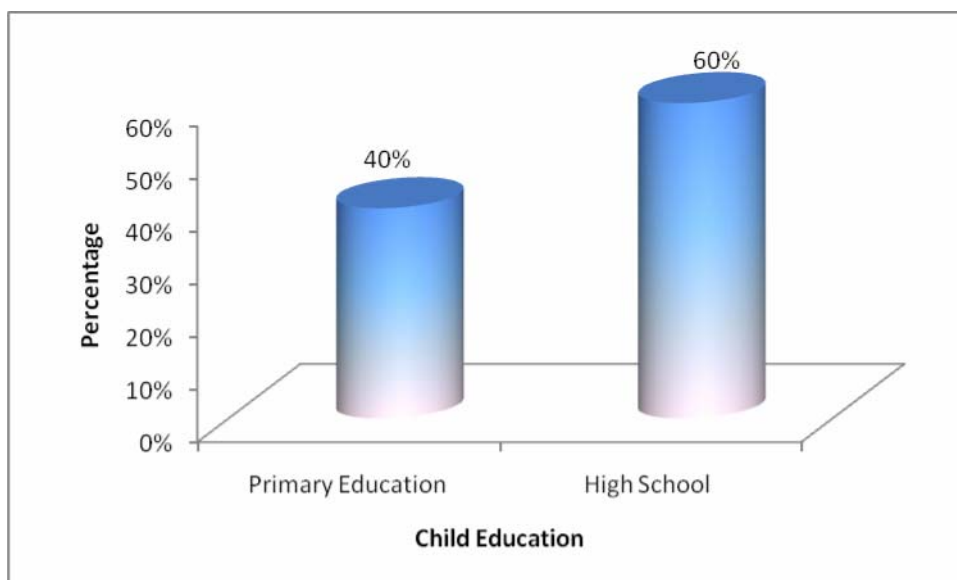
Fig 16 : Percentage Distribution of samples in terms of religion**Fig 17 : Percentage Distribution of samples in terms of child education**

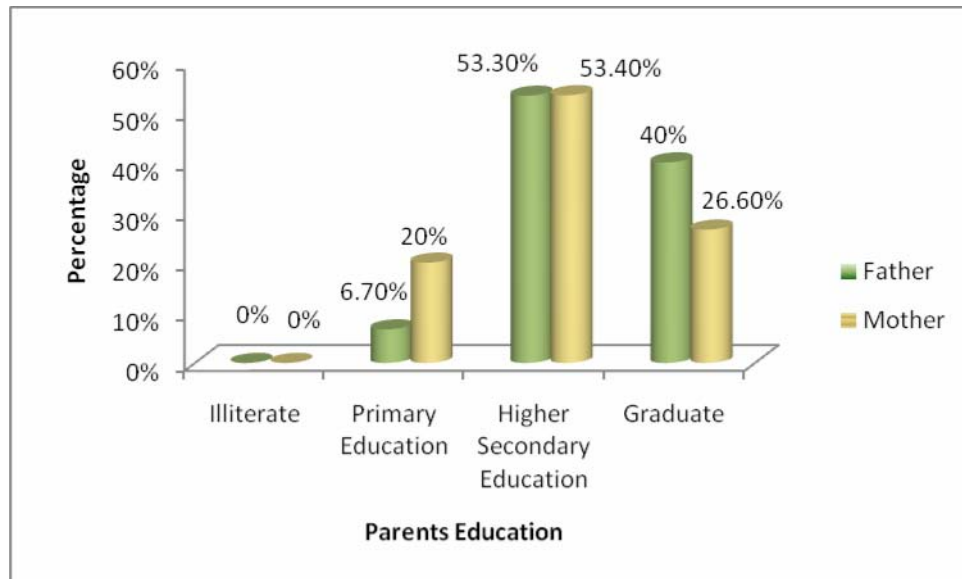
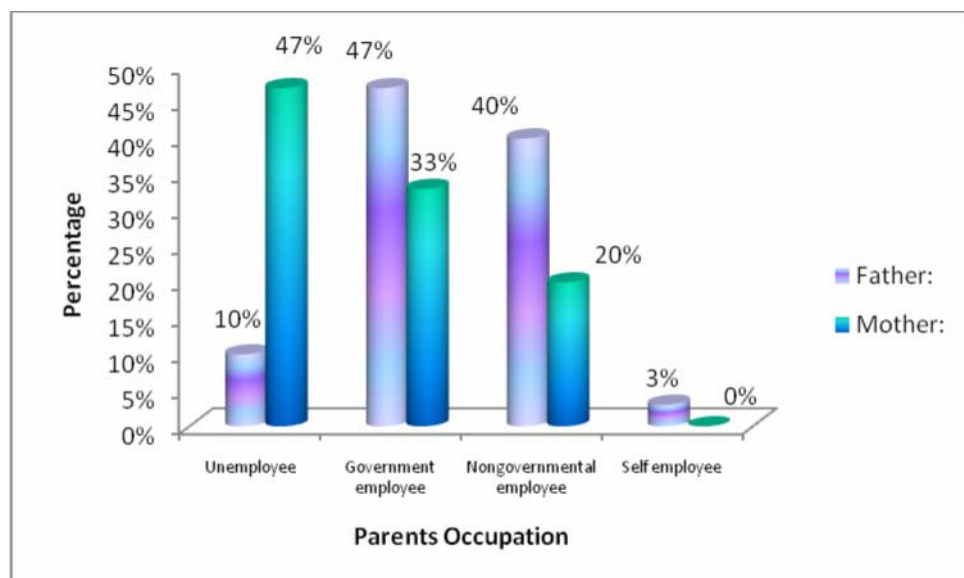
Fig 18 : Percentage Distribution of samples in terms of Parents**Education****Fig 19 : Percentage Distribution of samples in terms of Parents****Occupation**

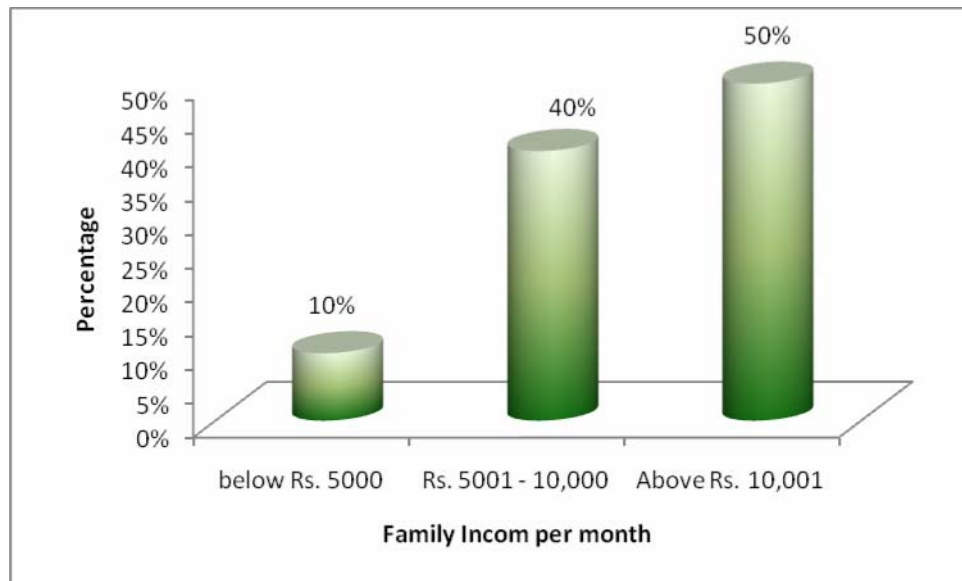
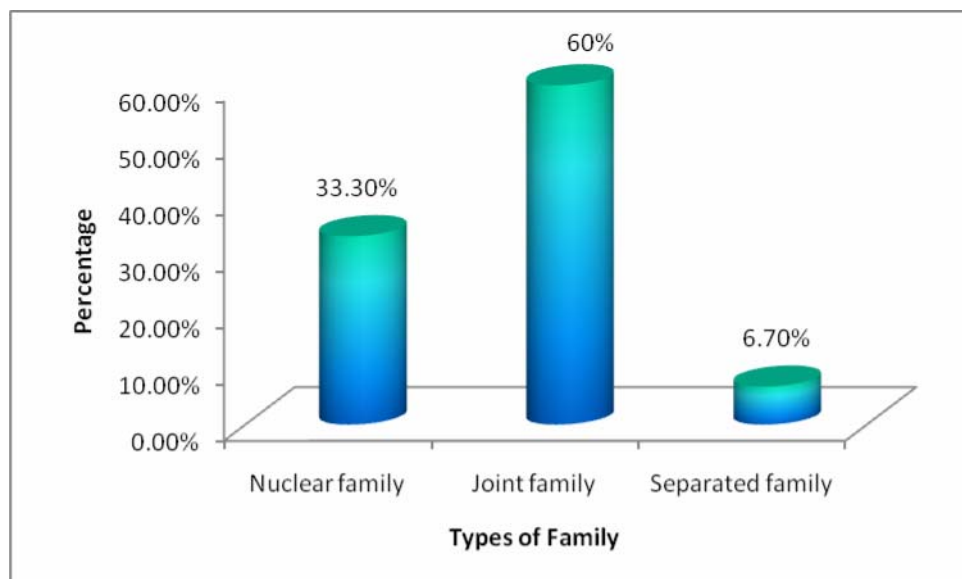
Fig 20: Percentage Distribution of samples in terms of Family income**Fig 21: Percentage Distribution of sample in terms of Type of family**

Fig 22: Percentage Distribution of sample in terms of Number of children

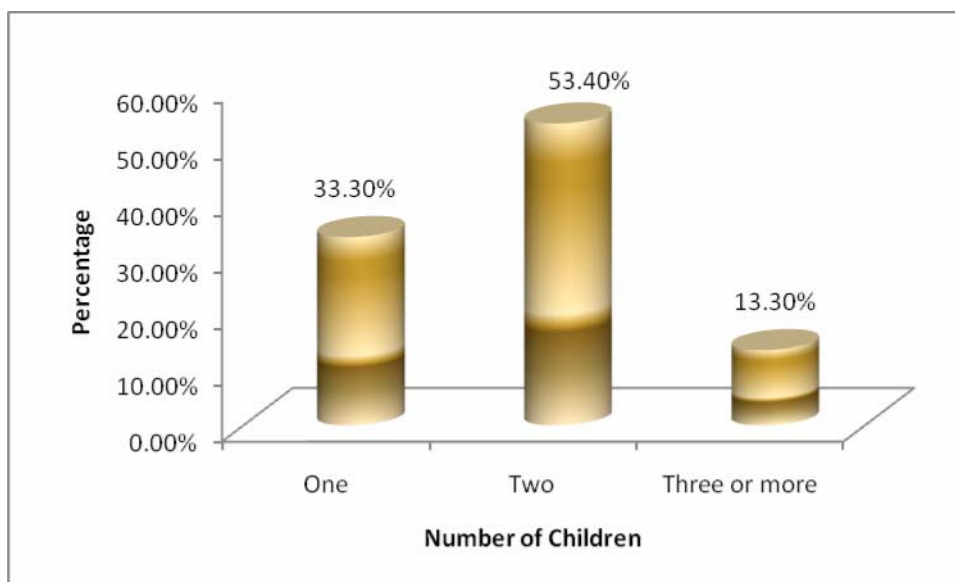


Fig 23: Percentage Distribution of sample in terms of Birth order of children

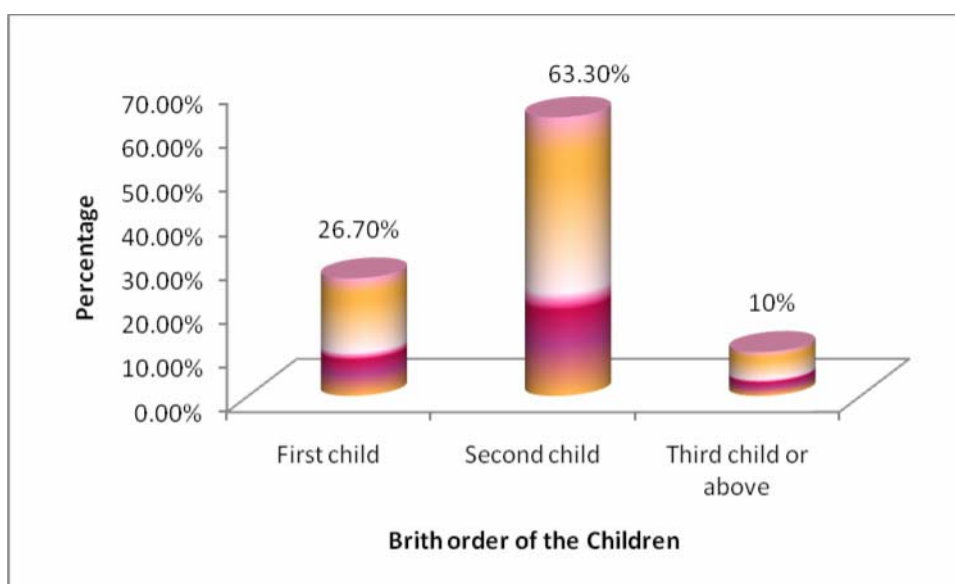
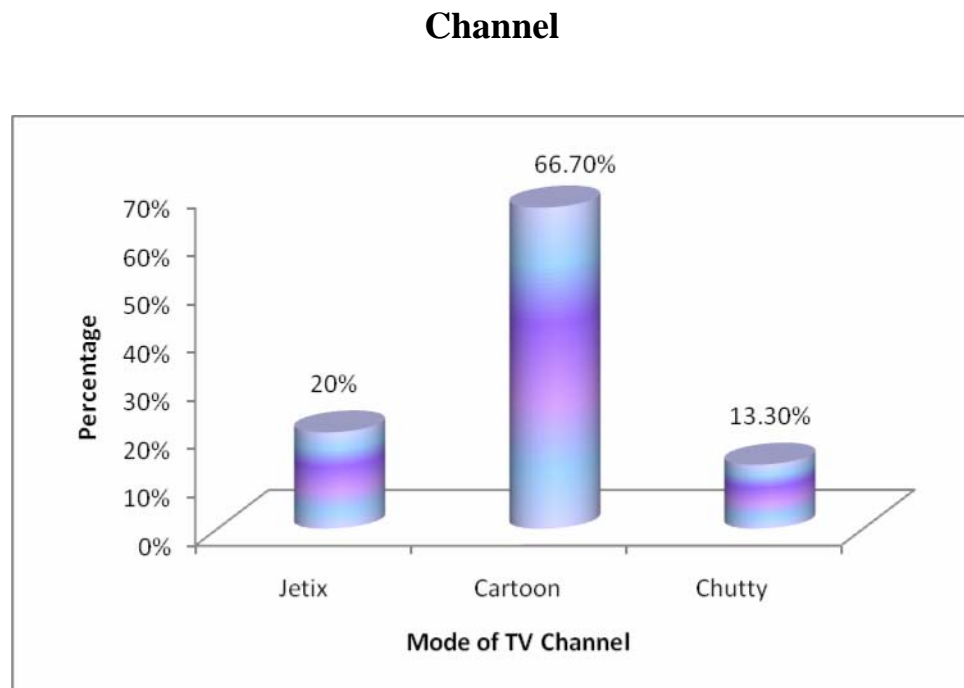
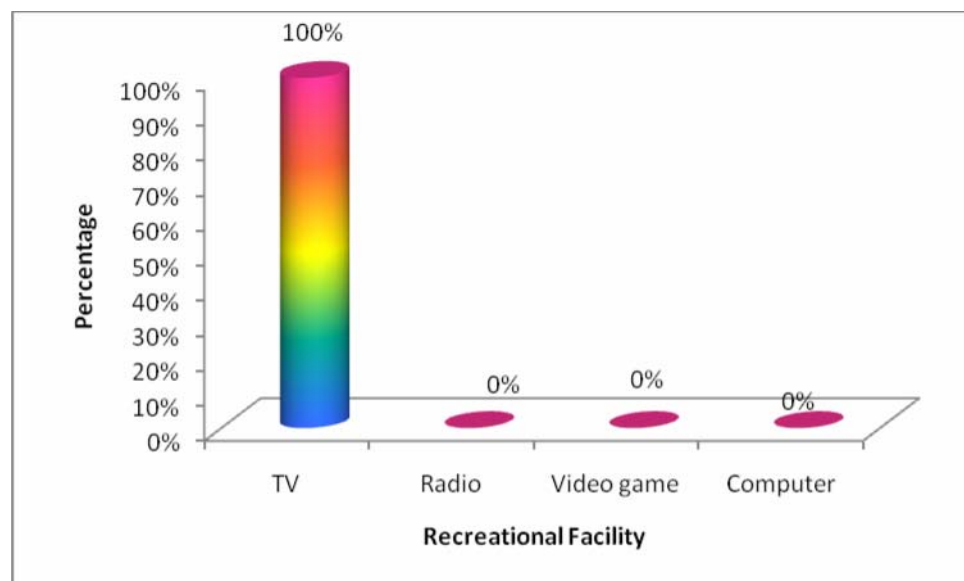


Fig 24: Percentage Distribution of sample in terms of mode of TV**Fig 25: Percentage Distribution of sample in terms of Recreational facility**

Section – III

Frequency and percentage distribution behaviour changes of non watching selected TV Programme according to their selected demographic variables.

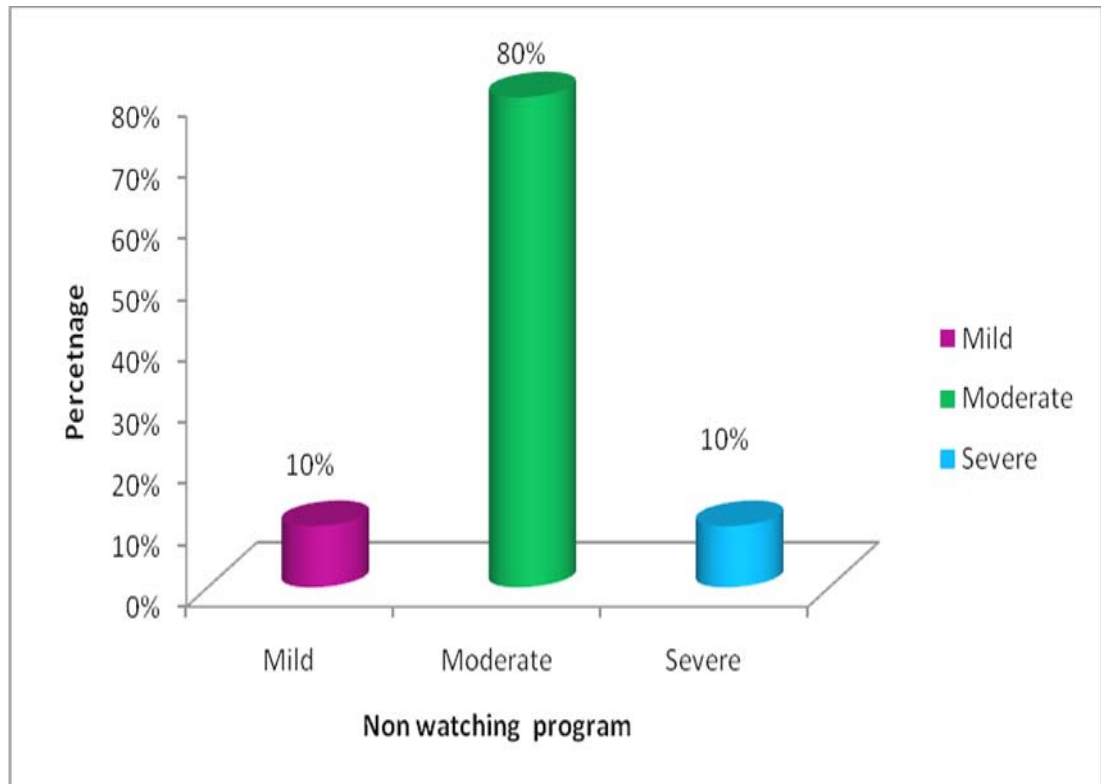
Table – III

N = 30

Sl. No	Behaviour changes of Not watching TV Program	Frequency (N)	Percentage (%)
1	Mild	3	10
2	Moderate	24	80
3	Severe	3	10

Table-III shows that the majority of 3(10%) had Mild behaviour changes of Non watching TV 24(80%) had moderate behaviour changes of non watching TV 3(10%) had severe behaviour changes of non watching selected TV Program in school children.

Fig 26: Percentage Distribution of samples in Not Watching selected TV Program in Demographic Variables



Section – IV

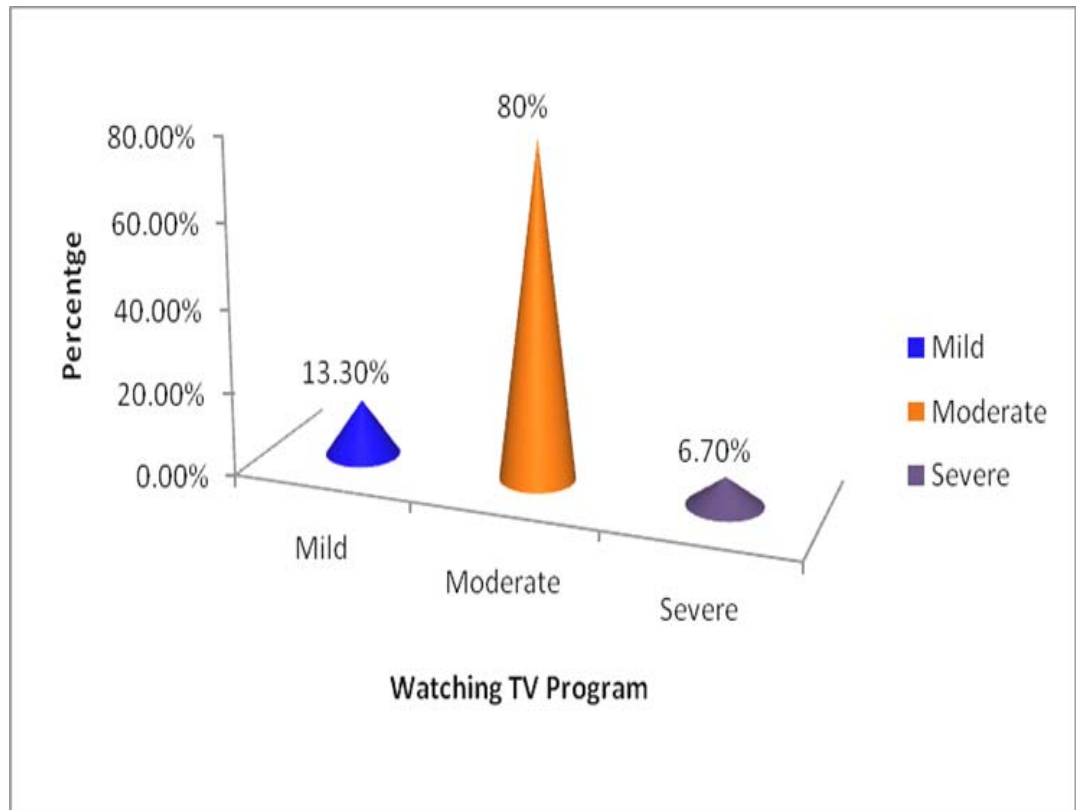
Table – IV Frequency and percentage distribution behavioural changes of watching selected TV Programme according to their selected demographic variables.

N = 30

Sl. No	Behavioural changes of watching selected TV Programme	Frequency (N)	Percentage (%)
1	Mild	4	13.3
2	Moderate	24	80
3	Severe	2	6.7

Table-III shows that 3(10%) of them had Mild behavioural changes of watching TV 24(80%) of them had moderate behavioural changes of watching TV 3(10%) of them had severe behavioural changes of watching selected TV Programme in school children.

Fig 26: Percentage Distribution of samples in Watching selected TV Program in Demographic Variables



SECTION - V

Table V: Compare the behavioural changes of watching and Not watching TV programme on school children.

N = 30

Group	Mean	Standard Deviation	‘t’ value
Watching TV programme	76.1	3.64219	10.724
Not Watching TV Programme	62.1	6.0935	

Significance

The level of significance 0.05 level= 2.04.

Table IV shows that there is highly significance between watching and not watching selected TV Programme. The mean value of watching TV programmes in school children 76%. Mean value of not watching TV programme of school children is 62.1. The ‘t’ test value is 10.724 results shows highly significant. The mean value of watching TV programme of children is higher than the not watching TV programme of school children. There exists a significant difference between watching selected TV programme of school children and not watching selected TV programme of school children. The average behavioural change of the respondent was 76.1 standard deviation 3.6. It indicate that the behavioural changes of the children is very high. Between child to child person average variation decreased overall change increased.

SECTION - VI

Table VI: The Association between behavioural changes of Not watching selected TV programme and Demographic variables of School children.

N=30

Sl. No	Demographic variables	Non watching TV Programme			Chi - Square
		Low	Medium	High	
1	Age				#4.60
	g) 6-7 Years	0	5	0	
	h) 8 – 10 Years	1	13	1	
	i) 11 – 12 years	2	6	2	
2	Sex				#0.82
	e) Male	2	11	2	
	f) Female	1	13	1	
3	Religion				#2.80
	g) Hindu	2	11	2	
	h) Christian	1	8	0	
	i) Muslim	0	5	1	
4	Child Education				#4.7
	e) Primary Education	1	15	0	
	f) High School	2	9	3	
5	Education of parents				#8.27
	Father				
	i) Illiterate	0	6	1	
	j) Primary Education	0	12	1	
	k) Higher Secondary Education	2	5	1	
	l) Graduate	1	1	0	

	Mother				#5.72
	i) Illiterate	0	10	0	
	j) Primary Education	1	8	2	
	k) Higher Secondary Education	2	5	1	
	l) Graduate	0	1	0	
6	Parents occupation				#7.2
	Father:				
	a. Un employee	2	20	0	
	b. Government employee	1	2	1	
	c. Nongovernmental employee	0	2	2	
	d. Self employee	0	0	0	#6.3
	Mother:				
	a. Un employee	1	21	3	
	b. Government employee	2	3	0	
	c. Nongovernmental employee	0	0	0	
	d. Self employee	0	0	0	*36.37
7	Total income of family per month				
	a. Rs. 5000 and below	3	7	0	
	b. Rs. 5001 – 10,000	0	17	0	
	c. Above Rs. 10,001	0	0	3	#4.0
8	Types of family				
	a. Nuclear family	3	10	2	
	b. Joint family	0	14	1	
	d. Separated family	0	0	0	

9	Number of children				#2.94
	a. One	1	6	0	
	b. Two	2	10	2	
	c. Three or more	0	8	1	
10	Birth order of child				#4.01
	a. First child	1	6	0	
	b. Second child	2	8	2	
	c. Third child or above	0	10	1	
11	Mode of TV Channel				#3.15
	a. Jetix	0	1	1	
	b. Cartoon	1	8	0	
	c. Chutty	2	15	2	
12	Recreational facility				#3.33
	a. TV	3	18	3	
	b. Radio	0	6	0	
	c. Video game	0	0	0	
	d. Computer	0	0	0	

* Significant at 0.05 level

Not significant at 0.05 levels

Table 4 an association between not watching selected TV programme and their selected demographic variables the null hypothesis was stated as follows. There will be no significant relationship between not watching selected TV programme and selected variables. Table 4 portrait that there is a statistical significant association between non watching selected TV programme score of total income of family at the significant level of $P < 0.05$ since the calculated value was higher than table value. This finding was supported by the research hypothesis.

At the same time there is no association between not watching selected TV programme and age, sex, religion, child education, parents education, parents occupation, type of family, number of children and birth order of children, mode of TV channel and recreational facility, which is not significant at 0.05 level. The above finding fail to support the research hypothesis and the investigator accept the null hypothesis.

SECTION - VII

Table VII: The Association between behavioural changes of watching selected TV programme and Demographic variables of School children.

N = 30

Sl. No	Demographic variables	Non watching TV Programme			Chi - Square
		Low	Medium	High	
1	Age				*24.06
	j) 6-7 Years	4	1	0	
	k) 8 – 10 Years	0	18	1	
	l) 11 – 12 years	0	5	1	
2	Sex				#3.66
	g) Male	2	11	2	
	h) Female	2	13	0	
3	Religion				#0.29
	j) Hindu	3	14	2	
	k) Christian	0	7	0	
	l) Muslim	1	3	1	
4	Child Education				*26.67
	g) Primary Education	4	6	0	
	h) High School	0	18	2	
5	Education of parents				#2.8
	Father				
	m) Illiterate	0	0	0	
	n) Primary Education	0	2	1	
	o) Higher Secondary Education	2	9	1	
	p) Graduate	3	13	0	

	Mother				#2.82
	m) Illiterate	0	0	0	
	n) Primary Education	0	1	0	
	o) Higher Secondary Education	1	8	2	
	p) Graduate	3	15	0	
6	Parents occupation				#2.82
	Father:				
	a. Un employee	0	0	0	
	b. Government employee	2	15	0	
	c. Nongovernmental employee	1	8	2	
	d. Self employee	1	1	0	#9.83
	Mother:				
	a. Un employee	0	4	2	
	b. Government employee	2	10	0	
	c. Nongovernmental employee	2	8	0	
	d. Self employee	0	2	0	#3.62
7	Total income of family per month				
	a. Rs. 5000 and below	0	3	0	
	b. Rs. 5001 – 10,000	2	8	0	
	c. Above Rs. 10,001	2	13	2	#0.47
8	Types of family				
	a. Nuclear family	2	7	1	
	b. Joint family	2	15	1	
	d. Separated family	0	2	0	

9	Number of children				#2.2
	a. One	0	8	0	
	b. Two	4	14	1	
	c. Three or more	0	2	1	
10	Birth order of child				#4.7
	a. First child	1	8	1	
	b. Second child	3	13	0	
	c. Third child or above	0	3	1	
11	Mode of TV Channel				*22.13
	a. Jetix	3	3	0	
	b. Cartoon	1	19	0	
	c. Chutty	0	2	2	
12	Darkened				#1.02
	a. TV	4	24	2	
	b. Radio	0	0	0	
	c. Video game	0	0	0	
	d. Computer	0	0	0	

* Significant at 0.05 level

Not significant at 0.05 levels

Table 5 shows that association between watching selected TV programme and their selected demographic variables such as age, education and mode of TV channel. In order to find out the association between the behavioural changes of watching TV and age was 24.06. It was significant at 0.05 level. Education (26.67), mode of TV channel (22.13) was significant.

At the same time there is no association between watching selected TV programme and sex, religion, child education, parents education, parents occupation, total income of family, number of children, birth order of children and mode of TV channel and recreational facility, which is not significant at 0.05 level. The above findings fail to support the research hypothesis and the investigator accepts the null hypothesis.

CHAPTER V

DISCUSSION

The aim of this study was to determine the impact TV Programme on behavioral Changes among School children. A total of 60 Samples (30 not watching and 30 watching selected TV programme) were selected by using purposive sampling technique based on inclusion criteria. The samples were interviewed separately by using standardized tool to collect the data. The validity was obtained from 5 experts & pilot study was carried out.

The Collected data were classified into two parts. The first part contained the demographic variables of the children's. The second part consists of

the observation checklist to assess the impact of Selected TV programme and behavior changes of school children.

OBJECTIVE:-

- To asses the behavioral changes of school children those who were not watching Selected TV Programme.
- To asses the behavioral Changes of school children those who were watching selected TV Programme.
- To compare the behavioral changes of school children from those who were watching and not watching the selected TV Programme.
- To find out the association between behavioral changes of school children and those who are watching TV Programme and demographic variable such as age, sex, religion, type of family, no of children, birth order of children, child education parents educations, family income, mode of TV channel, recreation facility.

- To find out the association between behavioral changes of school children and those who are not watching TV program and demographic variable such as age, sex Religion, type of family, No of children, birth order of children, child education, parents education, family income, mode of TV channel, recreational facility.

THE OBJECTIVE OF THE STUDY:

- ★ The first objective was to assess the behavioral changes of school children and those who are not watching selected TV Programme.

Table III shows that 3(10%) were found to have mild behavioral changes of not watching TV, 24(80%) moderate behavioral changes of watching TV 3(10%) have the severe behavioral changes of watching selected TV programme.

Hence the researcher conclude that more number of behavioral changes on selected TV programme in school children fall in the category of moderate level 24(80%).

- ★ The second objective was to assess the behavioral Changes of school children those who are watching selected TV programme.

Table VI shows that 4(13.3%) had the mild behavioral changes of watching selected TV programme 24(80%) had the moderate behavioral changes of watching selected TV programme 3(10%) of that the severe behavioral changes of selected watching TV programme in school children.

Hence the researcher concludes that more number of behavioral changes watching selected TV Programme in school children fell in the category of the moderate watching of TV Programme.

The findings were supported by **Magusson, Hulthen and Kjellgren (2005)**. It was reported that the children were obese due to spending more than 2hrs for watching TV, behavior which clustered with excess intake of sweet drinks and habitually skipping breakfast.

- ★ The third objective of the study was to compare the behavioral changes of school children those who were watching and not watching selected TV Programme.

Table V shows that there is a significance behavioral changes between watching and not watching selected TV Programme in school children. The mean value of watching TV Programme in school children 76% mean value of non watching TV Programme of school children is 62% the 't' test value is 10.724. The result shows highly significant. The researcher conclude that the mean value of watching selected TV programme of school children is higher than the not watching selected TV Programme of school children. So it is evident that the children's watching selected TV programmed has considerable behavioral changes.

- ★ The fourth objective was to find out the association between behavioural changes of school children and those who were not watching selected TV Programme and demographic variables such as age, sex, religion, type of family no of sibling, child and parents education, parents occupation family income mode TV channel, recreational facility.

H 1 :

There is no significant association between not watching selected TV Programme and demographic variables.

Table VI shows that the association between not watching selected TV Programme and demographic variables of school children. The result shows that the calculated value is greater than the table value (at 0.05 level) so it is concluded that there is a significant association between levels of behavioural changes and demographic variables such as total income of family. Hence the researcher objected the null hypothesis and support researcher hypothesis.

The calculated value is less than tabulated value (at 0.05 Level) for age, sex, religion, type of family, No of children, child education, parent education and parents occupation, mode of TV channel, recreational facility. So there is no association between non watching selected TV Programme and demographic variables in school children. Hence the researcher was unable to reject the null hypothesis.

- ★ The fifth objective was to find out the association between behavioral changes of watching selected TV Programme and demographic variables.

H 2 :

There is no significant association between behavioral changes of children who are watching selected TV Programmed and demographic variables of School children.

Table VII shows that association between behavioral changes of watching selected TV Programme and demographic variables in school children. The result shows that the calculated value is less than tabulated value (at 0.05 level) so it is concluded that there is a significant association between behavioral changes of watching selected TV Programme and demographic variables.

Such as age, education, mode of TV channel result hence the researcher objected the null hypothesis and accepted researcher hypothesis.

The calculated value is less than tabulated value (at 0.05 level). It concluded that there is no association between behavioral changes of watching selected TV programme & demographic variable such as, sex, religion, child education, parents education, parents occupation, total income, type of family, no of children. Mode of TV channel, recreational facility. Hence the researcher was unable to object the null hypothesis.

CHAPTER VI

SUMMARY, CONCLUSION & RECOMMENDATION

This chapter deals with the summary of the study and conclusion. It clarifies the implication of Nursing practice and recommendation for further research in the field

SUMMARY

A study was conducted to determine the impact of selected TV programme on behavioral changes among school children in selected area at Madurai. The research design of the study is descriptive in nature. Totally 60 mothers of school children were selected by purposive sampling method.

An equal number of 30 sample watching TV and 30 sample not watching selected TV Programme school children were selected. The conceptual model of the study was health belief model.

A standardized tool was used. It consists of 2- parts. Section – I consist of Demographic variables section II consist of check list to assess the behavioral changes among school children

Level :	Mild	-	0-56
	Moderate	-	57 – 68
	Severe	-	69 – 100

The Gathered data were tabulated grouped and analyzed. Descriptive and inferential statistic i.e. Frequency, percentage, Chi-square. Independent t- test with unequal variance) were used for analysis

MAJOR FINDINGS OF THE STUDY

Sample characteristics

- The behavioural changes of watching selected TV programme were mild 13.3%, Moderate 80% , Severe 6.7%
- The behavioural of non watching selected TV Programme were mild 10% Moderate 80% sever 10%
- Totally 16.7% were 6-7 Yrs, 63% were 8-10 yrs, 20% were 11- 12 yrs
- Regarding sex 50% were male 50% were female
- Regarding education of child were 53.3% primary education 46.7% high school education.
- Regarding family income were 33.3% Rs. 5000 and below 56.7% Rs.5001 – 10000 per month, 10% above Rs.1000
- Regarding of type of family 50% were belonged to nuclear family 50% were belonged to joint family.
- Regarding no of children 23.3% were first children 46.7% second children 30% were three more children
- There was a significant associations between the behavioral changes of watching selected TV programme and age.
- There was a significant association between the behavioral change of watching selected TV programme and education.
- There was a significant association between the behavioural changes of watching selected TV Programme and mode of TV channel.
- There was a significant association between the behavioural changes of not watching selected TV Programme and family income.

NURSING IMPLICATIONS

The findings of the study have implications to nursing practice, nursing education, Nursing administration and Nursing research.

IMPLICATION FOR NURSING PRACTICE

The findings would help the nurses in planning, organizing, implementing the normal behavioral changes .

- Nurses can prepare teaching module and learning material for the parents to handle the children with behavioral changes.
- School health nurse can educate the school teacher regarding behavioral changes.

IMPLICATION FOR NURSING EDUCATION

- ❖ Findings of the study have some implication for nursing education too
- ❖ Nurse educator can encourage students to conduct health educational programme exhibition to school children
- ❖ Nurse educator can encourage creative instinct to the student nurses to prepare pamphlets on various aspect of normal behavioral problem.
- ❖ Findings of the study can be used for updating the knowledge of nursing personnel. It would be a broad frame work in which further research can be conducted

IMPLICATION FOR NURSING ADMINISTRATION

- Nurse administrator can conduct educational programmed on life style Practice of school children.
- Nurse administrator can encourage peripheral nurses to conduct health Visit regularly for school children.

IMPLICATION FOR NURSING RESEARCH

- Extensive research can be conducted to find out the behavioral changes in school children.
- This study can be a base line for future studies to buildup.
- Numerous studies have been carried out in western countries but few studies are from India . The extensive research can be done by pediatric nurse to modify the behaviors of children.

RECOMMENDATION

- Similar study can be conducted using a large samples.
- A similar study can be conducted focusing on physiological problems by the influence of media.
- A comparative study can be carried out among adolescent group.

CONCLUSION

Much of the research evidence tend to show that over a long period, heavy viewing of television programmes has an impact in the behavioral changes of school children in selected areas at Madurai, Moondrumavadi, Pudhur and Keelavasal.

There are several special findings for contradictory findings.

Children who watched 'Jettix and Cartoon' are physically more active and have fight with one another.

If watching violence and acting aggressively are correlated, this does not prove that watching causes the aggression. It may be, for instance, that aggressive people seek out violent programmes.

Watching 'Chutty; create a co-operative behaviours showing kindness to others, and sensitive to the needs of others.

The Children's behaviours on not watching TV programme are very regular to school, have healthy mentality, active participation, good concentration and they have self control as well as they are very punctual. The study of field work shows that the behaviour changes on watching TV programme are obesity, poor eating habits, poor eye sight, incomplete works are done in their education. They become very irresponsible in their school activities and that creates tension for teachers and parents.

Though research findings differ children's experience with the various TV channels - Jetix, Cartoon and Chutty, obviously affects their behaviour pattern.

The television Channels can telecast programmes such as on science and literature for an hour everyday which can create scientists and literary men and women for our society.

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APPENDIX- I
LETTER SEEKING PERMISSION TO CONDUCT
STUDY

To

Respected Sir/madam,

Sub: Matha College of Nursing, Manamadurai – Dissertation work of M.Sc. Nursing student, in selected hospital.

I am to state that **Ms. P.Brasha** is one of our final years M.Sc. Nursing student, Matha College of Nursing, Manamadurai has to conduct a research project, as the partial fulfillment of university requirements for the degree of Master of Science in Nursing.

The statement of the problem is:

“A comparative study to assess the behavioural changes between selected TV Programme among mothers of school children in selected areas at Madurai.”

I request you to kindly permit her to do the research in your esteemed hospital and give your valuable guidance and suggestions.

Thanking you,

Place: Madurai

yours faithfully

Date:

Prof. Mrs. Jebamani Augustine M.Sc (N),
Principal.

APPENDIX – II
LETTER SEEKING EXPERT’S OPENION FOR
CONTENT VALIDITY OF TOOL

From

Ms. P.Brasha
M.Sc Nursing II Year,
Matha College Of Nursing,
Manamadurai.

To

Respected Madam/Sir.

Sub: Requesting opinion and suggestion for content validity of tool.

I am a final year Master Degree Nursing student in Matha College of Nursing, Manamadurai. In partial fulfillment of master degree in Nursing I have selected the topic given below, for the Research Project to be submitted to Dr. MGR Medical University, Chennai.

Problem statement: “A comparative study to assess the behavioural changes between selected TV Programme among mothers of school children in selected areas at Madurai.”

I request you to kindly validate the tool and give your expert opinion for the necessary modification and I would be happy if you could refine the problem statement, the objectives and the questionnaire.

I have enclosed the following with this letter,

1. Problem statement, Objectives of the study, Demographic Performa,
2. Tool-II –Observation checklist to assess the impact of selected TV programme and behaviour changes of school children.
3. Plan teaching module regarding for improving children behaviour.

Thanking you with anticipation.

Place: Madurai

yours sincerely,

Date:

(P.Brasha)

APPENDIX- III

List of Experts

Dr. PRABHAKAR NAVAMANI M.D, DCH,
Navamani child speciality hospital,
Madurai,
Tamilnadu.

Mrs. THAMARAISELVI, M.Sc., (N)
Prof. in OBG department
Matha college of nursing,
Manamadurai.

Mrs. BHARATHA SOURBHA RANI, M.Sc., (N)
Prof. in Community Health Nursing,
Matha college of nursing,
Manamadurai.

Mrs. JESSY, M.Sc., (N)
Lecturer in Pediatric Department
C.S.I. College of Nursing
Madurai.

Mrs. LISHA MERLIN LIZY , M.Sc., (N),
Lecturer in Pediatric Department
College of Nursing
Thirunelveli

APPENDIX- IV

Demographic Data

1. Age of the children

- a) 6-7 years ()
- b) 8-10 years ()
- c) 11-12 Years ()

2. Gender

- a) Female ()
- b) Male ()

3. Religion

- a) Hindu ()
- b) Christian ()
- c) Muslim ()
- d) Others ()

4. Standard of child

- a) Primary School ()
- b) High School ()

5. Education of parent

Father:

- a) Illiterate ()
- b) Primary education ()
- c) Graduate education ()
- d) Others ()

Mother:

- a) Illiterate ()
- b) Primary education ()
- c) Higher secondary education ()
- d) Graduate education ()

6. Occupation of parent

Father:

- a) Unemployed ()
- b) Government employee ()
- c) Non government employee ()
- d) Self employee ()

Mother:

- a) Unemployed ()
- b) Government employee ()
- c) Non government employee ()
- d) Self employee ()

7. Total income of family

- a) Below 5,000/ month ()
- b) 6000 to 10,000/month ()
- c) Above 10,000/month ()

8. Types of family

- a) Nuclear family ()
- b) Joint family ()
- c) Separated family ()

9. Number of children

- a) One ()
- b) Two ()
- c) Three or More ()

10. Birth order of child

- a) First child ()
- b) Second child ()
- c) Third or more child ()

11. Mode of TV Channel

- a) Jetix ()
- b) Cartoon ()
- c) Chutty ()

12. Recreational facility

- a) TV ()
- b) Radio ()
- c) Video game ()
- d) Computer ()

gFj p - m

j d p e g h ; t p g u q f s ;

f b f f z ; l t w w p y ; r h p a h d g j p i y N j h ; T (✓) n r a a T k ;

1. F o e i j a p d ; t a J
 m. 6-7 Mz ; L f s ; ()
 M. 8-10 Mz ; L f s ; ()
 , . 11-12 Mz ; L f s ; ()

2. g h y p d k ;
 m. Mz ; ()
 M. n g z ; ()

3. k j k ;
 m. , e J ()
 M. f p U] j t h ; ()
 , . ,] y h k p a h ; ()

4. g b f F k ; t F g G
 m. K j y e p i y t F g G ()
 M. , u z ; l h k ; e p i y t F g G ()

5. n g w N w h h p d ; f y ; t p j ; j F j p
 m g g h
 m. g b g g w p t p y y h j t h ; ()
 M. M u k g g b g G g a p d w t h ; ()
 , . c a h e p i y g ; g b g G ()
 < . g l ; l g g b g G g a p d w t h ; ()

m k k h

- m. g b g g w p t p y y h j t h ; ()
 M. M u k g g b g G g a p d w t h ; ()
 , . c a h e p i y g b g G ()
 < . g l ; l g g b g G g a p d w t h ; ()

6. ngwNwhhhpd; nj hopy; (mggh)
 m. Nti y , yyhj th; ()
 M. murhqf Nti y ()
 , . j dphh; epWtdjj py; Nti y ()
 <. nrhej nj hopy; ()
7. FLkgj j pdh; nk hj j t Ukhd k; (xU khj j j pwF)
 m. &.5x000 kwWk; mj wFk; fb; ()
 M. &.5x001 Kj y; 10x000 ti u ()
 , . &. 10x001 kwWk; mj wFk; Nky; ()
8. FLkg ti f
 m. j d pf; FLkgk; ()
 M. \$ I ;Lf; FLkgk; ()
 , . ghpej FLkgk; ()
9. Foei j fspd; vz z pf; f
 m. xdW ()
 M. , uz ;L ()
 , . %dW ()
 <. ehd;F kwWK; mj wF Nky; ()
10. Foei j apd; gpwgG thpi r
 m. Kj y; Foei j ()
 M. , uz ;l htJ Foei j ()
 , . %d;whtJ Foei j ()
11. tpUkGk; nj hi yf;fhl rp Nrdy;
 m. n[l bf;] ; ()
 M. fhh; ;^d; ()
 , . RI b ()
12. Foei j apd; nghOJ Nghf;F
 m. nj hi yf;fhl rp ()
 M. NubNah ()
 , . t bNah Nfk;] ; ()
 <. fz pgrnghwp ()

APPENDIX- V

Child Behavior Checklist Modified (AGE 6 – 12 YEARS)

This checklist consists of 50 questions, please be sure to fill out all the questions. The personal information you share will remain just that personal your confidentiality will be respected.

Below is a list of items that describe child's behaviour. For each item that describes the child now on within the past 6 months. Please circle the 2 if the item is very true or often true of the child, circle the 1 if the item is some what or sometime true of the child if the item is not true of the child, circle the 0, Please answer all items as you can.

S.NO	ITEMS	Not True (0)	Some What True (1)	Very True (2)
1	Difficult to concentrate, Difficult to pay attention for long time.			
2	Difficult to get his/her mind off certain thoughts; obsessions			
3	Daydreams or gets lost in his/her thoughts			
4	Destroys his/her own things			
5	Disobedient at home			
6	Disobedient at school			
7	Doesn't eat well			
8	Breaks rules at home, school, or elsewhere			
9	Fears certain animals, situations, or places, other than school (describe)			
10	Fears going to school			
11	Feels he/she has to be perfect			
12	Nightmares			
13	Argue lots			
14	Overeating			
15	Aches or pains (Headache)			
16	Problems with eyes			

17	Poor school work			
18	Physically attacks people			
19	Repeats certain acts over and over; compulsions			
20	Deliberately harms self			
21	Poorly coordinated or clumsy			
22	Refuse to talk			
23	Too shy or timid			
24	Inattentive or easily distracted			
25	Stares blankly			
26	Stubborn, sullen or irritable			
27	Sudden changes in mood or feelings			
28	Confused or seems to be in a fog			
29	Trouble to sleeping			
30	Bed wetting			
31	Withdrawn, doesn't get involved with others			
32	Worries			
33	Temper tantrums or hot temper			
34	Threatens people			
35	Hardly over concentrates for more than 5mts on any table play.			
36	School grade dropping			
37	Absent from school			
38	Day dream too much			
39	Acts as if driven by motor			
40	Throws things when angry			
41	Frequently bites, kicks hits or fight & other children			
42	Very sensitive gets upset easily over very minor things (e.g. falling over, breaking things, getting dirty).			
43	Vandalism			
44	Usually occupied rarely seen aimlessly wandering or staring.			
45	Frequently interfere with work play of the children			
46	Act like be a superhero			
47	Getting angry for funny things.			
48	Gets teased lot			
49	Feels too guilty.			
50	Bragging boasting			

SCORE KEY :-

0 – 56 = Mild

59 – 68 = Moderate

69 – 100 = Severe

gphT - II
khz thpd; elji jg; gpurri dfs; gwmpa
Nrhji dggl bay; (6 - 12 tUl qfs)

fNo khz tdpd; elji jg; gwmpa ti ffs;
 nfhl ffggl; Lssd. xtnthU ti fAk; khz tdpd; jwNghi ja
 myyJ flej 6 khjjjpw; Fsshd elji ji af; Fwpf; fpwJ. jaT
 nraJ ti f kpfTk; rhp vdpj; vd; 2-l tll kpl Tk> ti f rpy rkak;
 rhp vdpj; vz ; 1l tll kpl Tk> ti f rhpapyi y vdpj; vz ; 0-l
 tll kpl Tk; jaT nraJ cqfshy; Kbej ti u mi dj J
 ti ffS fFk; tpi laspf; fTk;

t. v z ;	ti ffs;	rhp , yi y (0)	rpy rkak; rhp (1)	kpfTk; rhp (2)
1	ftdf; Fi wT> mj pf Neuk; ftdk; nrYjj Kbahj epi y			
2	xU rpy fhhaq; fi sg; gwmpa rpej i d fi s fl; LggLjj Kbahj epi y			
3	gfy; fd tpdhy; rpej pf; f Kbahj epi y			
4	j d; Di la nrhej khd nghUs; fi s ehrggLj Jj y;			
5	tll by; fbggbahi k			
6	gsspary; fbggba kWggJ			
7	rhpahf rhggpl hky; , Ujj y;			
8	tll by; gsspary; Vi da , l qfs py; tgj pfi s kWtJ			
9	kplUfqfs> rpy fhhaq; fs; gssp myyhj gpw , l qfs; Nghdwtwi w fz ; Lmrrk; nfhsSj y;			
10	gsspf; Fr; nry; tj wF gak;			
11	ehd; , d; Dk; rhpahf Ntz ; Lk; vdw vz z k;			
12	rpkk nrhggz k;			

13	mj pfkhf thf;F thj k;nraj y;			
14	mj pfkhf cz T cl nfhs;S j y;			
15	j i ytyp			
16	fd tpy;VNj Dk;nj hej uT			
17	gsspg;ghl qfi s rhptur;nraahi k			
18	kwwti u fhaggLj ;J j y;			
19	rpy fhhpq;fi s j pUkgj ;j pUkg nrat;J			
20	, ayghfNt j di dNa fhaggLj j pf; nfhs;tJ (m)j wnfhi yfF Kay;tJ			
21	xj ;J i oahi k>Nkhrkhd el tbfj f			
22	Ngr kWggJ			
23	mj pfkhf ntl ;fggLj y>gaggLj y;			
24	rff;fpj py;Fokgp t pLj y;			
25	ntwWgghhi t			
26	, WfpNghd kd k>Nfhgj j py;Ki wj j y> nj hej utha; , Uj j y;			
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28	kd f;fyf;fk>Foggk;			
29	J hf;fkpd;i k			
30	gLfi fapy;r pWeH;foj j y;			
31	kwwtNuhL NruhJ xJ qf;papUj j y;			
32	J dgggLj y;			
33	ml kgpbj j y;(m) vhprrygLtJ			
34	gpwi u gaKWj j y;(m) mrRWj j y;			
35	nj hl he;J xU epkpl k;\$ l epi yahd ftdk;nryj j Kbahi k			
36	gbgGj j uj j py;tbrp			
37	gsspf;Fr;nryyhi k			
38	mj pfkhf gfy;fdT fhZ j y;			

39	j h d h f m y y h k y > V N j h x U c e ; J t p i r a h y ; , a f ; f g g L j y ;			
40	N f h g j j p y ; n g h U s ; f i s J h f ; f p t R j y ;			
41	k w w k h z t h ; f i s m b f ; f b c i j j j y > m b j j y > r z i l g p b j j y ;			
42	r p d d r p d d f h h p a q ; f S f ; F c z h r r p t r g g L j y > k d R t p l ; L g ; N g h j y ;			
43	m l h t b j j d k h f , U j j y ;			
44	N t i y a w w N e h f ; f N j h L m i y j y ;			
45	r f k h z t h ; f s J N t i y a p y ; g b g g p y ; t l z h f j i y a p L t J .			
46	n g U k G y p f s ; N g h y ; e b j j y ;			
47	m w g f ; f h h p a q ; f S f ; F N f h g g g L j y ;			
48	k w w t h ; f s h y ; V s d j j p w ; F M s h j y ;			
49	m j p f k h d F w w c z h ; T			
50	j d ; i d g g w w p m j p f k h f K d d p i y g g L j j p N g R t J > n g U i k g g L j j p N g R t J			

APPENDIX – VI

SELF INSTRUCTIONAL MODEL FOR IMPROVING CHILDREN BEHAVIOUR

Introduction

Watching television is a relaxing activity, requiring low levels of concentration. The impact TV has on children depends on many factors how much they watch, their age and personality, whether they watch alone or with parents. Television can effect learning and school performance most of children free time, especially in the future during the early formative years, should be spent in activities such as playing, reading, exploring nature, learning about music or participating in sports.

Importance of Behavioural changes in children

- ❖ Bring up normal behaviour in children depends on the child's age, personality and physical and emotional development.
- ❖ Match the expectation of the family in child's behaviour
- ❖ Determine the child's behaviour socially, culturally and developmentally appropriate.
- ❖ Know what to expect from a child at each age to decide the normal behaviour
- ❖ Introduce a new behaviour and reinforce it by rewarding the child.

The ill effects of watching TV for long hours

- * Ill effect of physical behaviours
- * Ill effect of psychological behaviour
- * Ill effect of social behaviour.

Ill effect of physical behaviour

- Dullness & laziness
- Decreased interest in study
- Disturbed sleep pattern
- Decrease in physical activity
- Decrease in school performance
- Impaired vision
- Obesity
- Aggressiveness

Ill effect of psychological behaviour

- Lack of affection
- Lack of motivation
- Reduces inter personal relationship

Ill effect of social Behaviour

- Lack of interest in societal activities
- Lack of co-operation with other
- Poor exposure to news, sports (general knowledge)
- Irresponsible.

Four principles of parent in changing child's behaviour

Principle – 1

Change your initial response first.

Principle - 2

Practice with your child the behaviour that you want.

Principle – 3

Minimize the behaviour you don't want.

Principle – 4

Spotlight the appropriate behaviour.

Five tips for guiding children's Behaviour

1. Promote positive behaviour

Both parents and caregiver who use positive reinforcement find it a “self-fulfilling prophecy.” Children become what we expect of them. Be very specific about the compliments and praise you give. This lets that child know exactly what behaviour, actions, and words you liked. The child is then more likely to repeat the positive behaviour.

2. Expect children to obey

Give children an option unless there is a question of personal safety or health, when there is destruction or aggression involved, or when, you as the adult, decide the situation calls for prompt action. Demonstrate your confidence by using short, clear, positive statements.

3. Maintain fairness and consistency

The parent should be deal with challenges in a matter-of-fact, calm manner. Learn about developmental stages of children and their accompanying physical, social, emotional, and intellectual needs. Communicate rules and their consequences in words that children understand. When a child breaks a rule, follow through with fair, appropriate and meaningful consequence right away.

4. Allow the expression

Allow a child to express his or her feelings do not mean allowing such inappropriate expressions as hitting or hurting others. Providing quite time alone with a favorite toy or blanket will help a child to relax and calm down. Offer to take a walk with

the child or to read a story together. These activities may help diffuse strong feelings of anger or frustration. It is important to provide a range of acceptable avenues for children to release these very strong, yet natural emotions.

5. Think and plan for the future

Remember that your goal is for the child to achieve self – discipline. The way in which adults treat children and each other in your program serves as a model for children. Guiding children's behaviour is a major commitment from caregivers. Progress may seem slow at times. Regression and setbacks are likely to occur. Through it all, keep your sense of humor, and remind yourself of your successes and of the important role you play in caring for children.

Parents responsibility on child behaviour

- Parents should be alert on the show their children are watching.
- Limit the use of TV
- Keep TV out of children bedrooms.
- Turn the TV off during meal times.
- Don't make TV the focal point of the house.
- Parents should limit their own TV viewing
- Parents should plan for better programming for children.
- Ask the child what he / she has learnt from the programme just watched.
- Fix a time to watch TV.
- Ask children about benefit and ill effects of watching TV.
- The parent should be encourage the child to watch sports, nature science shows arts and music instead of cartoons.

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Foei j fspd; el j i j khwwqfs;

xOq;FgLj ;Jk; rpy topKi wfs;

Kd;Di u:

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Fi wej gl r ftdNk Nj i t.

, UggpDk> nj hi yffhl rpadhy;
VwgLk; ghj pgGffs> Foei j fs;
mj w,fhfr; nrytpLk; Neuk;
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ngwNwhNuhL myyJ j dphf
ghHggJ Nghdw fuuz qfi sg;
nghWj ; NtWgLfpwJ.



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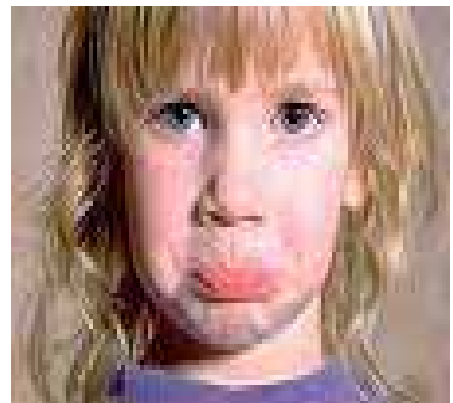
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epi y
- J}ffk;nfi ;L VwgLk;
ghj pgGfs;
- cl y;nrawghLfspy;kej
epi y
- gsspel tbfj ffspy;Mhtk;
 , oj j y;
- ghHi tf;NfhshWfs;
- vi l apy;meht rpa mj pfhpgG
- vj pHgG kwwk; vj pHki wr;
nrayfs;



2. kdepī yapy;VwgLk;j ħ tpi sTfs;:

- gpwHkD sS gwW Fi wAk;
- vj pĤfhy FwpfNfhs;fs> , yf;F , twwpy;MĤtk;j sHrrp
- cwT epi y ghj pgG

3. eyypz ffj j py;j ħ tpi sTfs;:

- r%f gof;ftof;fqfs;py;<LghL , yyhi k
- kwwtHfNshL \$ b nrayghl hi k
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- nghWggww j d i k.

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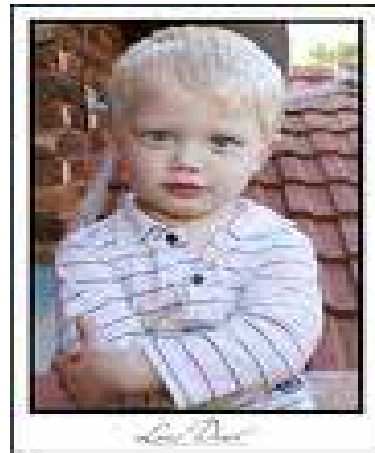
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eyy gof;ftof;fqfs> nrayfs> eynrhwfs; , twi w Ghpe;J>
fwWf; nfhsS top gpwf;Fk; , tthW Foei j fs; eyy
el j i j fi s nraygLj j f; fwWf;nfhs;fpwhHfs;

2. fbggbj y; mtrpak;

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ti fapYk; j bNfh ghj pgNgh Vwgl hj
ti fapy> mthfs; vj pHgG myyJ
tdki wapy; <LgLk; NghJ> mthfNs
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rpytwi wf; fwWf; nfhLf f Ntz ;Lk;



3. mthfsJ epi ygghl bwF Kffpaj ;tk;

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, j wF> mthfsJ gUtj ; fNfwg cly> css> rKj ha>
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mwpe;J i tj j pUff f Ntz ;Lk;

4. mthfspd; vj pghHGf fS fF Kffpaj ;tk;

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, Uffpw ti fapy; mthfs; j dpi kapy;
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-fNshL Neu j i j nrytpLtJ



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